

U.S. Department of Education
2023 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 Dr. Ian Call
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Petersburg Collegiate High School
(As it should appear in the official records)

School Mailing Address 6605 5th Avenue N
(If address is P.O. Box, also include street address.)

City St. Petersburg State FL Zip Code+4 (9 digits total) 33710-6801

County Pinellas

Telephone (727) 341-4610 Fax _____

Web site/URL https://spchs.spcollege.edu E-mail call.ian@spcollege.edu

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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Kevin Hendrick E-mail super@pcsb.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pinellas Tel. (727) 588-6000

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Jason Butts
(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.

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

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, leave blank.*

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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 106 Elementary schools (includes K-8)
57 Middle/Junior high schools
39 High schools
0 K-12 schools
- 202 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	65
11	82
12 or higher	87
Total Students	234

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 15 % Asian
 - 10 % Black or African American
 - 16 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 51 % White
 - 8 % 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 2021 - 2022 school year: ≤1%

If the mobility rate is above 15%, please explain:

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, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2021	240
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Spanish

English Language Learners (ELL) in the school: 1 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 16 %

Total number students who qualify: 37

8. Students receiving special education services with an IEP: 2 %
Total number of students served 4

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>1</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 10 %
Total number of students served: 24

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	5
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. 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 13:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	98%	97%	97%	96%
High school graduation rate	100%	100%	100%	100%	100%

14. **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 2022.

Post-Secondary Status	
Graduating class size	76
Enrolled in a 4-year college or university	81%
Enrolled in a community college	17%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	2%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2017

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

We cultivate successful learners and leaders. SPCHS students simultaneously earn a high school diploma, an Associate in Arts degree, and a Bright Futures scholarship.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.spcollege.edu/friends-partners/about/organizational-culture-and-engagement/equal-access-equalopportunity>

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

Students are chosen to attend St. Petersburg Collegiate High School (SPCHS) based on their grade level, academic criteria, and enrollment in a public, private, or home school program in Pinellas County. SPCHS utilizes digital/social media resources, billboards, magazines, and mailings to the homes of students. During the months of November, December, and January SPCHS holds inperson Information Sessions and a virtual session for prospective students and their families. During the information sessions, the SPCHS principal reviews the entrance criteria with prospective families. Students who wish to attend SPCHS as sophomores must have an unweighted GPA of 3.0 and earn certain scores on Florida's Postsecondary Educational Readiness Test (PERT). Students who wish to attend SPCHS as juniors must have an unweighted GPA of 3.0 and the PERT scores required by the state to take dual enrollment courses. If students do not have the required PERT scores, SPCHS can use several alternatives including scores on the Preliminary SAT (PSAT) and grades in certain courses identified by the state.

All students that meet the criteria are invited to apply to the school. After the application deadline in late January, if the school has more applications than openings, the school will choose students using a random lottery. SPCHS has only two preferences for admissions. Siblings of current SPCHS students and children of SPCHS staff members receive preference and are not included in the lottery. After conducting the lottery, students that are not chosen via the random lottery are placed on a wait list. If spots become available,

students on the wait list will be offered an invitation to attend the school. SPCHS does not bring in new students once the school year has started.

PART III – SCHOOL OVERVIEW

St. Petersburg Collegiate High School (SPCHS) opened in St. Petersburg, FL for the 2004-2005 school year and was only the second Collegiate High School in the state. SPCHS is a public charter school operated by St. Petersburg College (SPC) and sponsored by Pinellas County Schools. Designed to give students the opportunity to earn an Associate in Arts degree from SPC for free while completing high school, SPCHS provides an accelerated academic experience. Set within the St. Petersburg College St. Petersburg/Gibbs Campus, SPCHS students walk the same halls as SPC students and meet the same high expectations. They study the same course material but receive the encouragement and support necessary to foster their young minds.

The SPCHS staff focuses on creating a supporting environment which encourages the average high school student to become a self-motivated learner and advance their education. The school has five teachers that instruct the students in the sophomore year and serve as resources for the junior and senior students while they are taking college courses through SPC. In addition to the instructional staff, the school employs a principal, assistant principal, two school counselors, an academic advisor, data management technician, and a staff assistant to meet the needs of the students. In collaboration with parents, the staff provides guidance to help students build self-awareness and academic integrity. As students advance through the program, they are encouraged to advocate for their academic needs and utilize the academic support resources provided by SPCHS and SPC.

SPCHS admits students in their sophomore and junior years. Two options are offered: The Pre-Collegiate Program and the Collegiate Program. The Pre-Collegiate Program emphasizes instruction to prepare sophomores for success in college level courses. Students take traditional high school courses with SPCHS teachers, such as English, World History, Geometry, Algebra II, and Chemistry. SPCHS sophomores also take specially designed courses that focus on preparing student to excel in the college classroom.

The Collegiate Program supports juniors and seniors who are fully dual enrolled in college courses on the college campus leading to a high school diploma and an Associate in Arts degree from SPC. Students also participate in the SPCHS Leadership Program, which helps them develop college readiness skills, self-awareness, business etiquette, college major/career awareness, and a senior capstone electronic portfolio.

Relationships between students, families, and staff are integral to the culture of the school. SPCHS has a strong Parent, Teacher, and Student Association (PTSA) that supports family workshops and student activities, such as the Homecoming, Prom, Awards Assembly, Game and Movie Night, PTSA Reflections Arts Program, and Spring Fling. Three students serve on the PTSA Board with full rights and privileges.

One of the key strategies that helps students fulfill their potential at SPCHS is the amount of support the school provides students to guide them as they navigate the transition between high school and college expectations. A typical high school has one guidance counselor for every 400 to 500 students. SPCHS employs two school counselors and a college academic advisor to help students determine their potential college major/career, map out their college pathway, and provide emotional/mental support as they progress through a rigorous curriculum and challenging college experiences.

In addition to the support services that SPCHS offers to students, SPCHS offers two innovative programs that help our school stand apart from other schools. The SPCHS Study Skills for Academic Success course gives our incoming sophomore and junior students an opportunity to develop academic study skills including research skills, coping with test anxiety, note-taking, and time management. SPCHS has also created a Leadership Program that helps students gain important career and life skills, such as resume' development, etiquette, interviewing skills, and ethical leadership. In the Leadership Program, juniors learn skills that will help them in a business environment, such as business etiquette, dressing for success, and communication skills. They also develop an online portfolio, which serves as an archive of high school and college work as well as a tool students can use at university and at work. Seniors showcase their portfolios and demonstrate their business etiquette to parents and the community at the SPCHS Senior Capstone networking event.

St. Petersburg Collegiate High School was a proud recipient of the National Blue Ribbon award in 2017. The award was an important moment in the history of St. Petersburg Collegiate High School and the opportunities St. Petersburg College offers to high school students. SPCHS celebrated the National Blue Ribbon with the entire community and hosted a reception with various community and state-wide stakeholders. The celebration provided SPCHS an opportunity to share the school's accomplishment and share the Collegiate model that helps students meet the school's mission of graduating with a high school diploma and an Associate in Arts degree. Since 2017, St. Petersburg College has opened two new high schools in Pinellas County. The first high school is a replica of St. Petersburg Collegiate High School and provides an opportunity for students in northern Pinellas County to experience the same opportunities students in SPCHS can experience. In 2022, St. Petersburg College added a third charter school based on the model of SPCHS. To expand the opportunities for students, St. Petersburg Collegiate STEM High School focuses on preparing students to earn Associate in Science degrees in high demand/high paying jobs.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The sophomore English course prepares students for college level academic reading and writing and for Florida's English Language Arts B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards. In English, students read widely from both informational and literary texts and identify multiple layers of meanings created through the use of tone, mood, figurative language, and theme. While SPCHS students write in various modes, they focus primarily on argumentation and exposition and learn to develop coherent and organized ideas, cite credible evidence, write fluently, and follow proper writing conventions. Students learn, in addition, self and peer revision strategies to improve the quality of their written papers and collaborate with peers through presentations and group work.

Nearly all the students that enter SPCHS are reading at grade level, therefore the focus of the reading curriculum is to prepare students for college-level academic reading. For students who may not be at grade level in reading, SPCHS enrolls students into SPC's remedial reading classes. To prepare students for college academic reading, SPCHS adopts the philosophy that increasing reading volume and diversity helps students read better than isolated skill instruction. Additionally, because college reading is academic, and therefore complex, a primary focus will be placed on choosing complex texts while teaching reading strategies to improve student comprehension and meet the requirements of Florida's B.E.S.T. Standards.

At SPCHS, students read a variety of texts for a variety of purposes including original documents and contemporary periodicals on recent events, discoveries, and innovations. Students also read published creative pieces, such as poems, short stories, essays, feature news articles, plays, screenplays, and book chapters by popular and classic authors to gain an understanding of writing forms and the modes of discourse. Students study selected texts on the writing and revision process to guide the creation of their own pieces and students read one another's work at different stages of the writing process during peer editing workshops in order to provide critical evaluations.

SPCHS uses a variety of instructional strategies to help students build their reading skills. In English, students will read in both large groups (as a class) and independently. As a class, students read over 2,500 pages per year of diverse and complex texts; and, these texts consist of both the old and the modern representing multiple modes and genres, such as poems, epics, dramas, novels, and stories, as well as articles and essays (fiction and nonfiction).

In order to assess student growth and mastery of the Florida's B.E.S.T Standards, and to determine if students are college ready, SPCHS implements assessments throughout the year. SPCHS utilizes the Florida Assessment of Student Thinking (F.A.S.T.) program, End-of-Course Exams, the PSAT, and the Postsecondary Education Readiness Test (PERT). These assessments provide information to students, parents, and staff about the students' readiness for college-level coursework, and how well the school is doing in meeting its mission of preparing students to earn an Associate in Arts degree. The F.A.S.T is a program that allows SPCHS teachers and staff to monitor student learning throughout the year. Students are given an assessment three times during the year to measure their progress in mastering the B.E.S.T standards. After each assessment session, the teachers and staff review the student performance data and the curriculum to ensure students are making adequate progress. For students who may not be making adequate progress, they are put on our Child Study Team list.

The PSAT is given to students in October of their sophomore and junior years. The information in the score reports provide vital information about students' strengths and weaknesses to parents and students. The score reports also show the teachers and staff how much students have grown over the course of year. The PSAT school report is analyzed by the administration and teachers to determine which skills need to be more fully developed so they may provide individualized instruction and support to students. Parent and student workshops are facilitated by the school counselors where students and parents learn how to interpret

the PSAT scores and how to link the scores to Khan Academy to create an individualized plan to help students improve their performance on the SAT.

The PERT is Florida's customized common placement test. The purpose of the PERT is to determine accurate course placement based on the student's skills and abilities. The PERT is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The PERT assessment system includes Placement and Diagnostic tests in mathematics, reading, and writing. The PERT Placement is administered to students in public high schools and Florida College System institutions to determine readiness for Intermediate Algebra and Composition I. SPCHS administers the PERT to sophomore students periodically during the school year to provide information on their progress towards being ready for college-level course work and to earn the necessary scores to qualify for dual enrollment. The state of Florida establishes the test scores used to determine whether a student is ready for college level coursework. If a student does not meet the state established cut score, SPCHS provides additional preparation before the student takes the test again.

1b. Mathematics curriculum content, instruction, and assessment:

The core curriculum in mathematics is comprised of Algebra II and Geometry courses. The content for Algebra II is based on Florida's B.E.S.T Mathematics Standards, including the skills that students have learned and developed in Algebra 1 about linear, quadratic, and exponential functions. The Algebra II course builds on these skills to help students solve more complex problems. In addition to those skills, students learn to solve problems involving polynomial, logarithmic, radical, and rational functions; transformations of functions; systems of equations and inequalities; direct and inverse variations; sequences and series; as well as probability and statistics. Overall, the most important skills students learn in Algebra II are problem solving, critical thinking, and transferring what they have learned to new situations and environments. The geometry course is also based on Florida's B.E.S.T Mathematics Standards and includes reasoning and proofs, parallel and perpendicular lines, congruent and similar triangles, polygons and quadrilaterals, right triangles and trigonometry, transformations, surface area and volume, and circles. In addition to the Florida's B.E.S.T Mathematics Standards, the mathematics curriculum will prepare students to perform in the college math courses they will take during their junior and senior years at SPCHS.

In addition to the Algebra II and Geometry courses, SPCHS enrolls sophomore students into college level math classes through SPC. Students that have already completed Algebra II and Geometry are placed into a college math course based on their score on the P.E.R.T. test. For students that are enrolled in Algebra II and Geometry and need extra instruction/practice to build their math scores, they are enrolled in SPC's online Developmental Math courses. Students have a designated period in the school day to work in these online courses with the SPCHS mathematics high school instructor providing support.

1c. Science curriculum content, instruction, and assessment:

The SPCHS Chemistry course is based on Florida's State Academic Standards for Science and provides students the opportunity to study the composition, structure, and properties of matter, the process that matter undergoes, and the energy changes that accompany these processes. Students also have opportunities to develop critical thinking skills to solve real world problems, accurately utilize and assess data, and make scientific connections to all aspects of life. Students gain scientific knowledge through their study of chemistry, learn to think like scientists, and expand their scientific consciousness through the world. The Chemistry course encourages students to approach the discovery of our natural world with enthusiasm; understand that we are all stewards of society, and become motivated to seek scientific facts with the highest level of scientific integrity. This course is a rigorous introductory high school course that matriculates directly into the SPC science courses.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

For Social Studies, SPCHS teaches sophomore students World History. The goal of the World History course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a democratic nation. Students use knowledge

pertaining to history, geography, economics, political processes, religion, ethics, culture, and humanities to solve problems in academic, civic, social, and employment settings. The World History Course is intended to provide motivated and highly capable students with significant academic rigor. It is designed to promote higher order thinking skills, encourage inquiry and self-directed learning. The curriculum provides additional depth of content, accelerated pacing, advanced concepts, and extended learning opportunities incorporating a “hands-on” and interactive approach.

Every sophomore student takes Economics to meet the high school requirement for Economics. The purpose of the Economics course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its needs and wants. Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. In addition to teaching the standards, the Economics course promotes higher order thinking skills, encourages inquiry, and self-directed learning.

1e. For schools that serve grades 7-12:

All SPCHS students take a one semester college course, Study Skills for Academic Success, that helps develop students’ non-cognitive skills that are essential for success at SPC. The course teaches students techniques for taking notes, techniques for studying those notes, and transferring that information into long-term memory. The study skills course will also teach students strategies for managing their time and how to avoid procrastination. Finally, the course will offer students meta-cognition strategies so students can understand what they have not yet mastered and how and when to seek help from the various learning resources at SPCHS and SPC.

SPCHS’s Creative Writing class is implemented specifically with the SPCHS student in mind. The class prepares SPCHS students for college, as they work through the writing process on writing projects that mirror assignments they will be expected to complete in Composition I, Composition II, and in other courses at SPC with a heavy writing requirement. Primary topics will include four major modes of discourse: description, narration, exposition, and argumentation, and four major literary forms: fiction prose, nonfiction prose, poetry, and drama.

In March, sophomore students create their SPC Learning Plan with guidance from the SPCHS Academic Advisor and School Counselors. The Learning Plan is an academic pathway for students based on high school graduation requirements, SPC Associate in Arts graduation requirements, and students’ career interests. The Learning Plan allows students to map out a plan to complete core courses in math, science, and communications that are required for graduation and take pre-requisite courses that are aligned to their intended major and career interests.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Since SPCHS is a charter school operated by SPC, our juniors and seniors may choose from almost the entire college catalog when selecting their classes and preparing to enter a university after their academic career at SPCHS. SPC offers SPCHS students a wide variety of options in the arts. SPCHS students have access to the music program to learn about music theory, take music lessons, and participate in the choral and musical ensembles. The college also offers SPCHS students several dance class options. For visual arts, students have access to drawing, design, digital arts, and ceramics classes offered by the college. Finally, the college offers an excellent theater program that allows students to take classes on acting,

scriptwriting, and all aspects of theater. SPCHS students can even audition and perform in the college's annual plays and productions.

2b. Physical education/health/nutrition

SPCHS students are able to take the physical education/health/nutrition courses through SPC. SPCHS students take a SPC health course to meet the high school requirement for the state of Florida. In addition, many SPCHS students take the SPC Nutrition course because it is a pre-requisite for many of the Nursing programs in the state of Florida.

2c. Foreign language(s), if offered (if not offered, leave blank)

To meet foreign language requirements, SPCHS offers students the opportunity to take college courses in Spanish, French, and American Sign Language. The majority of SPCHS students choose to take American Sign Language. These courses not only satisfy the foreign language requirement, but are pre-requisites for degrees/certifications in American Sign Language.

2d. Technology/library/media

SPCHS students have access to the programming, business technology, information technology, and cyber security courses that the college offers. If SPCHS students wish to pursue a technology certificate, they can take the courses and exams free of charge through SPC. By taking the technology courses offered through SPC, SPCHS students can gain access to advanced instruction and hands on experience utilizing the latest technology that will help be prepared for their post-graduation studies and thier chosen career.

2e. Any other interesting or innovative curriculum programs you would like to share

Throughout their three years at SPCHS, students are required to participate in the SPCHS Leadership Program. The SPCHS Leadership program begins in the sophomore year through their Study Skills for Academic Success course, continues through the SPCHS Junior and Senior Seminars, and culminates with a required leadership course during the senior year. The SPCHS Leadership Course focuses on the development of leadership skills. It provides students with an understanding of leadership and group dynamics theory, and assists students in developing a personal philosophy of leadership and an awareness of the moral and ethical responsibilities of leadership. Topics in the course include decision-making, leadership ethics, goal formation, building trust, empowering others, conflict resolution, and managing organizational change. The course integrates readings from classic works of literature, contemporary writing, and experiential learning exercises with current leadership theories and practices. Students are required to complete a Capstone Portfolio and present the Portfolio to the community during the SPCHS Capstone Night.

3. Academic Supports

3a. Students performing below grade level:

Because SPCHS is a part of St. Petersburg College, the school is able to help both students who are performing below and above grade level focus on meeting their own personal goals and fulfill the mission of simultaneously graduating high school and earning an Associate in Arts from St. Petersburg College. All SPCHS teachers use multiple assessment measures to evaluate student learning and progress towards mastering standards. These measures include authentic assessments, project-based assessments, critical-writing assignments, research papers, tests, and quizzes. The teachers inform students of their expectations by providing students with a detailed syllabus at the beginning of the course and providing weekly objectives and goals. In addition, the teachers regularly conduct formative assessments that provide information to students regarding their own learning and areas where they need improvement.

Within the first four weeks of the school year, the tenth-grade teachers prepare a list of students for the Child Study Team who may be at-risk for not completing the SPCHS mission. If the the Child Study Team determines that a student may be at risk of not meeting our mission, conferences are scheduled with the

student's parents, and support systems are put in place to ensure the student has what they need to be successful in the program. If tutoring is needed, an NHS (National Honor Society) tutor is assigned, or the student is required to attend tutoring with teachers after school. The tenth-grade teachers provide tutoring and extra instruction for students after the regular school day from 2:00 pm to 3:30 pm four days a week. Sophomores receive a progress report every 4 ½ weeks and require parent signatures. Report cards are reviewed by the principal to assess achievement, and comments are hand-written to encourage students. All grades are available online so students and parents may track achievement.

SPCHS follows the Response to Intervention (RTI) process by providing intensive instructional support to all sophomore students who are not meeting minimum levels of performance. SPCHS teachers identify gaps and implement a solutions-based model using research-based best practices and progress monitoring to accelerate the student's learning. SPCHS teachers, school counselors, academic advisor, and administrators discuss student concerns and interventions to help struggling students at weekly faculty meetings and bi-weekly Child Study Team Meetings. Parent(s), student, and staff conferences are held as soon as a student begins to struggle to determine barriers to learning and to identify interventions to assist the student. A support plan that focuses specifically on successful student practices within the context of SPCHS, is established at the conference. The plan is implemented, and progress monitored by SPCHS's teachers to help the student succeed. Support is provided by SPCHS's teachers. For juniors and seniors, the principal or assistant principal conducts a conference with the student, parent, school counselor, and academic advisor to develop an individualized support plan to help the student meet their individual goals outlined in their Learning Plan. In grades 11-12 intensive instructional support is provided by SPCHS and SPC instructors and tutor(s). Additional conferences are held for students who continue to struggle or who exhibit signs of a potential disability that may require an Individualized Education Program (IEP) or a 504 plan.

Junior and senior students receive significant guidance and support from the Leadership Team, which is comprised of the principal, assistant principal, school counselors, and academic advisor. The school counselors conduct a Junior Seminar and a Senior Seminar once a week to provide the students support in making decisions about scheduling, college admissions, preparing for college, and making a major/career choice. Additionally, students have access to all the tutoring and resources provided by SPC and SPCHS. SPC's Student Success center is located in the building next to SPCHS on the St. Petersburg/Gibbs campus. Students can make appointments with college tutors in every academic area including mathematics, science, technology, and foreign language. In addition, SPCHS students can access the writing/research assistance that is in the campus library. Students can make appointments for face-to-face tutoring on campus, or they can make appointments for virtual tutoring through Zoom.

A unique aspect of SPCHS that helps all students succeed is the SPCHS Learning Lab. The SPCHS Learning Lab is a hub for just-in-time academic and career support for all students. Junior and Senior students are required to spend at least 2.5 hours per week studying and completing assignments in the Learning Lab. The SPCHS academic advisor provides career, academic, and advising support. In addition, the Learning Lab has laptop computers for students, a free printing station, and regular tutoring services provided by the SPCHS Mathematics and Chemistry teachers.

3b. Students performing above grade level:

For students who are performing above grade level, SPCHS provides access to a wide variety of college courses through SPC. Students who are performing above grade level can start taking college courses in the 10th grade to meet their advanced academic needs and to prepare them for taking all college classes when they are juniors. In 10th grade, students, who have already completed Geometry and Algebra II and meet the PERT requirements, are placed into SPC's College Algebra course. At SPCHS, students have the opportunity to advance through the mathematics course sequence all the way through Calculus III and Differential Equations. In addition to advanced math options, students can take the SPC Chemistry Placement Test to advance into Chemistry I and bypass Intro to Chemistry. Students can also take Organic Chemistry I and II, Physics I and II, Biology I and II, and all the corresponding labs. For students who are interested in English, students can not only take Composition I and Composition II, but they can also take American Literature, World Literature, and African American Literature. Finally, for students who are

technology focused, students can take the college courses in programming, design, and information technology.

3c. Students with disabilities:

Students with an IEP or a 504 plan at SPCHS take rigorous high school and college courses just as their peers do in the least restrictive environment. The SPCHS 504 Coordinator and the SPCHS ESE (Exceptional Student Education) teacher provide SPCHS and SPC instructors with a copy of the student's 504 or IEP to ensure SPCHS students are receiving the accommodations outlined in their IEP/504 with fidelity. The SPCHS school counselor, with the student, provide the documentation needed and completes a request for services from SPC's Accessibility Services Coordinator to ensure the student receives appropriate accommodations aligned to their IEP or 504.

SPCHS provides support for students as outlined in the IEP or 504 and monitor the success of students who have an IEP by academic performance or grades, passing PERT scores, state standardized assessment scores, and the high school and Associate in Arts graduation rates. If students are not successful in their coursework, the 504 or IEP plan is evaluated and modified by the 504 or IEP evaluation team to provide additional support until the student is successfully meeting academic goals and fulfilling the mission of SPCHS.

3d. English Language Learners:

To identify potential ELLs, parents of new students complete the Pinellas County Schools (PCS) Home Language Survey as part of the registration process. Based on survey answers, students who may be eligible for services are tested through Pinellas County Schools to determine English language proficiency levels. SPCHS's ELL Committee makes appropriate recommendations regarding the education of ELLs that include, but are not limited to: eligibility, retention, alternative educational programming, educational interventions for current or former ELL students, continuation of, or exit from, ESOL services after three (3) years. Every year there after a plan ensures ELLs are provided with comprehensible instruction appropriate for their level of English proficiency, and equal, in amount, sequence and scope as that provided to non-ELLs. SPCHS teachers implement and document the individualized accommodations in providing the comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English, and aligned with the grade level expectations, course descriptions, and district curriculum frameworks. All ELLs at SPCHS are monitored by the ELL Committee and Pinellas Country Schools and are evaluated against grade level standards through a variety of assessments, the use of rubrics, student classroom performance, progress reports, report cards, and teacher/student conferences. SPCHS teachers document that accommodations and strategies of instruction and assessment were employed which allowed the student to demonstrate progress in the achievement of the benchmarks and grade level expectations. Many of SPCHS's ELLs are reclassified as English proficient using grade-level appropriate and state approved criteria, procedures, and standards. After a student has been reclassified as English proficient, SPCHS monitors the student for two years to ensure academic success or until the student graduates from high school. If the ELL Committee determines a lack of academic progress during the two-year monitoring period, the student may be reclassified as an ELL.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At SPCHS, the staff, students, and parents develop a unique culture called the Collegiate Way. The Collegiate Way means that students come first and are the heart of SPCHS. SPCHS students know the staff cares about them as individuals, and they are always willing to assist students and/or celebrate their success. Because SPCHS is a small school, 240 students, all the students are known by the teachers, administrators, school counselors, and other staff. Students are held to high expectations at SPCHS which are clearly defined and shared with students and parents.

SPCHS promotes a positive academic, intellectual, and social environment by offering a variety of extra-curricular activities including clubs and social events. Student accomplishments and adherence to rules are celebrated in a variety of ways including verbal praise, positive notes, student socials, and announcements in junior and senior seminars, etc. Formal acknowledgement of students' accomplishments includes the year-end awards program, Interact Pinning ceremony, NHS Induction ceremony, College Decision Day and high school graduation and college commencement ceremonies. These ceremonies provide an opportunity for students to showcase their accomplishments, for the teachers and staff to recognize and reward those accomplishments, and for our families to celebrate their child's academic and extra-curricular success.

In addition to the school-wide activities, SPCHS provides ample opportunities for students to get involved in various clubs. The variety of clubs demonstrates the teacher's commitment to increasing students' academic skills, developing students' social skills, and providing opportunities for students to grow their intellectual and leadership skills outside of the classroom. Interact is a youth service club sponsored by Rotary International. The goal of Interact is to complete at least two service projects each school year: one that benefits the local community, and one that brings about international goodwill and understanding. The National PTA Reflections Program is a program where students from around the country create works of art that address a common theme. Students submit works of art in the medium of their choice: dance, film, writing, music, or visual arts. Submissions are then be reviewed by a panel, and scholarships are awarded to students whose works are outstanding in terms of technique, creativity, and theme. The values of National Honor Society (NHS) align closely with the core values of SPCHS. Students are inducted into NHS during a formal ceremony, and they plan and participate in both individual and group service projects to remain in good standing. In addition to service to the community, NHS students serve their classmates by offering a structured academic tutoring service. Take Stock in Children is a statewide scholarship program designed to pair students from populations at risk of dropping out of high school with mentors. Taking part in one-on-one mentoring has been shown to increase a student's likelihood of graduating high school and moving on to college. Take Stock in Children participants at SPCHS are mentored by teachers and staff or by volunteers appointed by their previous school.

Each year, SPCHS students will participate in the National High School Ethics Bowl, sponsored by The Parr Center for Ethics. Students meet in small groups and debate topical issues in preparation for the ethics bowl competition. The students compete in the Tampa Regional against other schools in the Tampa Bay area. SPCHS's Student Government Association is made up of representatives from each grade level who are elected by their peers to represent the student body to the teachers and administration of SPCHS, and to create a more meaningful high school experience for students. SGA (Student Government Association) members plan and execute events, such as Homecoming, Prom, Game and Movie Night, and Spirit Week. A staff of student photographers, writers, and designers work all year under the guidance of the SPCHS Writing/College Success teacher, and a student editor to produce the high school yearbook. Yearbook staff are present at student events to photograph students in action and create write-ups for yearbook pages. SPCHS students can also participate in the SPC clubs and activities provided by the college. SPCHS students can take advantage of opportunities in the SPC Student Government Association, Phi Theta Kappa (SPC's Honor Society), and the SPC Study Abroad opportunities that the college creates exclusively for high school students.

2. Engaging Families and Community:

SPCHS facilitates student, family, and community involvement through a variety of special programs outside of school that promote student growth and learning. SPCHS has an active Parent Teacher Student Association (PTSA) that provides fun activities such as school dances, game and movie nights, college admissions celebrations, and the SPCHS awards program. Each spring, SPCHS sends one or two sophomores to the HOBY Leadership Seminar, a three-day workshop at Eckerd College in St. Petersburg, designed to develop students' leadership potential. The SPCHS Take Stock in Children Club is sponsored by the Pinellas Education Foundation. The Foundation not only provides the Take Stock in Children scholarships to SPCHS, but provides mentors, special recognition events, and resources to help students plan for college.

SPCHS works with local Rotary Chapters to support the SPCHS Interact Community Service Club, and to provide students with opportunities to travel abroad through the Rotary Youth Exchange (RYE) program. RYE is a study abroad program where students spend one school year in a different country immersed in a new language and culture, hosted by three host families. Three to five students typically participate in the exchange following graduation from SPCHS each year. Local Rotary clubs, including the sponsor of the Interact Club of SPCHS, sponsor individual student applicants, offer them scholarships, and help them raise funds to travel. In addition to RYE, SPCHS works with the local rotary clubs to send students to Seminar for Tomorrow's Leaders (S4TL). S4TL is a week-long student leadership conference held during the summer on the campus of Florida Southern College.

Each spring, SPCHS partners with a local etiquette expert and SPC to produce the Junior Leadership Luncheon. After learning about business etiquette and how to dress for success in the Junior Seminars, juniors take part in a performance evaluation called the Leadership Luncheon. The school caters a meal for the junior class, SPC professors, and mentors from the community. During this luncheon, students honor the professors, mentors, and community members. The luncheon also serves as a structured opportunity for students to practice their etiquette, dress-for-success, and public speaking skills. At the end of the luncheon, the invited professors and mentors will use a rubric to provide feedback to the students on their performance.

3. Creating Professional Culture:

SPCHS is a community of professionals who are dedicated to student success. Staff members are empowered by the school leadership to utilize research practices and innovations that increase student engagement inside and outside of the classroom and increase student performance. SPCHS takes advantage of professional development opportunities provided by SPC, Pinellas County Schools, and local and national organizations that provide professional development. In addition, SPCHS develops internal professional development opportunities at the school. All SPC faculty and staff participate in required professional development for both K-12 and college faculty to ensure that teachers and administrators understand the latest information impacting our students and can lead innovation at SPCHS. The SPCHS budget also reflects the commitment to ensuring that teachers have up to date resources and equipment so that they can implement innovative strategies and technology in the classroom.

Each fall, SPCHS staff participates in SPC's Discovery Day. This day long professional development event hosted by the college provides the teachers and staff with sessions on research and best practices on how to help college students succeed in the college classroom. This event not only helps build the staff's skills, but it also allows our staff to integrate into the SPC community. SPCHS staff participates in the SPC department meetings at Discovery Day to ensure that our staff are aware of the innovations that are happening at SPC. In addition to Discovery Day, SPCHS staff take advantage of SPC's internal professional development opportunities through the SPC Center for Teaching and Learning. The SPCHS school counselors are members of the National Association for College Admission Counseling (NACAC) and Southern Association for College Admission Counseling (SACAC) and attend the either the national conference or the regional conference each year. NACAC and SACAC provide the school counselors with resources and professional development opportunities to ensure that SPCHS students are receiving the best guidance possible when making decisions regarding their future career and educational decisions.

SPCHS principal and employee develop individual professional development goals based on student performance data, graduation data, climate survey data, and the evaluation results from the prior year. The principal ensures that each employee's professional development goals are aligned to the SPCHS School Improvement Plan, SPC appropriate strategic initiatives and/or school goals. As part of these plans, SPCHS teachers and staff are encouraged to attend regional and national conferences such as the Model Schools Conference, the First Year Experience, and the National Council of Teachers of English national conference. At these conferences, teachers are immersed in the latest research and can learn specific innovations that they can bring into their classroom to achieve their professional development goals and improve student performance.

To take on specific challenges facing SPCHS and students, SPCHS implements Professional Learning Communities. This year, the SPCHS Professional Learning Community is engaging in a book study/discussion group to learn about the issues facing students that are both gifted and ESE and the best practices that can be implemented at SPCHS to serve this unique student population.

4. School Leadership:

SPC and SPCHS leadership is dedicated to providing the resources and support to help students overcome challenges on their pathway to completing the mission and earning a high school diploma and an Associate Arts degree. The school's governing body consists of the SPC Board of Trustees that provides oversight of the school, develops policies and procedures for the school, and ensures that students are performing in the classroom and meeting the mission. In addition to the oversight from the SPC Board of Trustees, SPC provides leadership and oversight from the Associate Vice President of Accelerated Programs and the College President.

The school-based leadership and administrative team consists of the school principal, assistant principal, school counselors, and academic advisor. The most important role of the leadership and administrative team is to provide resources for students as they progress towards meeting the SPCHS mission. The school counselors and academic advisor meet with students to review their transcripts, their learning plan, and their education/career goals to make sure they are on track. Because SPCHS is public charter school and a part of St. Petersburg College, students do not pay for tuition or books. The assistant principal makes sure that students have the necessary resources such as textbooks, online virtual resources, computers, calculators, and any other resource a student might need. The principal ensures that the budget provides the necessary resources efficiently and responsibly and that the resources provided to teachers and students align to the mission. The principal also ensures that the policies and procedures at the school provide a supportive environment for students so that when students need support, the students know how to access that support.

The entire SPCHS leadership and administrative staff is involved in monitoring success rates of students, analyzing data for areas of improvement, and developing strategies to improve the school. The team reviews data from state testing, PERT testing, and college entrance exams for any gaps in student learning and areas where SPCHS can enhance student excellence on these tests. The team also reviews student success rates in college courses. The team uses success rate data to help map students' Learning Plans, improve the sophomore curriculum, ensure students are prepared for taking a full college schedule when they are juniors and seniors, and to ensure students are successful in completing the SPCHS mission.

5. Culturally Responsive Teaching and Learning:

The teachers and staff take great pride in creating an environment that is welcoming and meets the needs of all students. The most important strategy that SPCHS implements to address the diverse needs and background of students is to build relationships with each and every one of our students. Since SPCHS is such a small school every student is known by all the teachers and all the support and administrative staff. This allows SPCHS to understand students' diverse needs and backgrounds, and to build support systems to meet those diverse needs. Through presentations in classrooms and junior and senior meetings, school counselors implement mental health lessons that provide students with tools they can use to cope with stressors and make students and families aware of resources they can access to meet their mental health needs.

This commitment to understanding all our students is also evident in the SPCHS classrooms. Since our sophomore class is so small, all the teachers get to know each sophomore student. During the first two days of the school year, the teachers and staff focusing on building these relationships through team building activities that not only build relationships between students, but also build relationships between the staff and the students. These relationships help the staff gain insight into the backgrounds of our students, the context of our students' lives, and how to make the instruction at SPCHS relevant to those backgrounds. Outside of the classroom, many of the SPCHS clubs are student created that build on our relationships with students and their diverse interests.

Because the school is part of SPC, SPCHS can also take advantage of all the resources offered by the college to address the diverse needs and backgrounds of our students and families. SPC has committed to ensuring that all students feel that they belong at SPC. SPCHS students can take part in all SPC clubs and activities and can even take leadership roles. SPCHS students serve in the SPC Student Government, participate on SPC's Model UN Team, and are leaders in the SPC Honor Society Phi Theta Kappa. These opportunities and the relationships SPCHS develops with the students and families create an atmosphere of inclusion and respect where all learners feel comfortable and have the resources they need to complete the mission of SPCHS.

PART VI - STRATEGY FOR EXCELLENCE

At St. Petersburg Collegiate High School, we believe that what makes the school special and has been most instrumental in our continued success is our student-centered and individualized learning environment. At SPCHS, our motto is “Students Come First,” and the teachers and staff put this motto into practice every day. When students talk about why they like attending the Collegiate High School, they always use the word “care” in describing the teachers, counselors, and administrators. This student-centered and individualized learning environment creates a positive school culture where all students prosper. Students are introduced to the positive culture of SPCHS during orientation, where they participate in team building, learn expectations, write their mission statement, establish goals, and discover resources and support to empower them to excel. The SPCHS staff nurture this culture of learning by empowering students to take responsibility for their education and by serving as coaches and mentors. Students quickly discover that SPCHS staff care about them as individuals, which builds trust and removes barriers.

At SPCHS the staff get to know all the students. The entire staff not only know students’ names, but gain an understanding of students’ strengths, weaknesses, interests, and goals. This information and relationship are vital as the SPCHS staff guide students to completing the mission of earning their high school diploma and their AA degree. When students create and review their Learning Plan with SPCHS staff, they also receive personalized guidance on how much progress they are making toward their goals and the impact their decisions have on accomplishing those goals. Our culture of empowering students and discussing progress builds a tremendous amount of trust between the student and staff. This trust is leveraged by the staff to encourage students to take on challenges that they might not have taken without the guidance and encouragement of the SPCHS staff. The trust also is leveraged by our students to come into the school and ask questions because they know they will get the best, most honest response based on our knowledge, experience, and understanding of each student. When students need tutoring, resources, or guidance, they always know they will get what they need when they come to a teacher or a staff member. Our goal is for SPCHS students to leave the school with a great amount of trust in themselves and ready to take advantage of opportunities just like they did while they were at SPCHS.