



# St. Petersburg Collegiate High Schools

## Governing Board Meeting

### EPI

June 18, 2024

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## Agenda

1. Signature/Approval for 2024-24 district options
  - a. School Messenger Opt in Form
  - b. District Cycle Assessments
  - c. Mental Health Opt in form
  - d. 2024-25 Reading Plan
    - i. Comprehensive Evidenced-Based Reading Plan Opt out form
2. Approval of 2024-2025 SPG CHS Budget, with personnel list
3. SPG Highlights
4. Approval of 2024-25 TS CHS Budget, with personnel list
5. TS Highlights
6. Approval of 2024-25 STEM Budget, with personnel list
7. STEM Highlights



St. Petersburg Collegiate High Schools'  
Governing Board Meeting

June 18, 2024

EPI

Dr. Ian Call, Principal, SPCHS, Gibbs

Ryan Halstead, Principal, SPCHS-NP, Tarpon Springs

Raquel Hairston, Principal, SPCHS, STEM

Catherine Kennedy, Associate Vice President, Collegiate High Schools





# AGENDA

1. Approval for 2024-25 district options
  - a. School Messenger Opt-in Form
  - b. District Cycle Assessments Opt-in Form
  - c. Mental Health Opt-in Form
  - d. Reading Plan Opt-out Form
    - i. Comprehensive Evidenced-Based Reading Plan
2. Approval of 2024-2025 SPG CHS Budget, with personnel list
3. SPG CHS Highlights
4. Approval of 2024-25 TS CHS Budget, with personnel list
5. TS CHS Highlights
6. Approval of 2024-25 STEM Budget, with personnel list
7. STEM CHS Highlights





# District Options

## School Messenger (Opt-In)

- \$1.15 per student
- PCS's mass communication platform for schools to communicate via phone call, email, and/or SMS to school community.

## Cycle Assessments (Opt-In)

- \$2.00 per student
- PCS formative assessments for courses where End-of-Course exam is attached to monitor student growth.
- Teachers use the data for lesson planning & projecting student performance of the End-of-Course exams. Usually occur in fall, winter, and spring before the actual End-of-Course exams.

## Mental Health- (Opt-In)

- No cost
- PCS offers mental health services and plans, including curriculum, to educate students and staff on mental health services and topics. Opting in allows schools to utilize curriculum resources and mental health resources from the PCS Student Services department.
- Resources are also geared towards prevention and cover bullying prevention, Sandy Hook Proms, Say Something, and Substance Abuse prevention.

## Reading Plan (Opt-Out)

- PCS requires schools to opt-in to their "Comprehensive Research-Based Reading Program (CERP)" or allows schools to create their own plan for reading support and intervention that is researched based.
- The purpose of the plan is to help or allow schools to develop a plan to support students not on grade-level for reading or who perform at a Level 1 or Level 2 on the state FAST testing.



# Proposed Budget - St. Pete/Gibbs

SPCHS BUDGET OVERVIEW	FY 2024-25	FY 2023-24
Total Revenue	\$2,663,102	\$2,200,176
Total Expenditures	\$2,332,274	\$1,945,186
Difference	\$330,828	\$254,990
Total Projected Fund Balance	\$3,775,930	\$3,387,921





# Proposed Budget - St. Pete/Gibbs

<b>FUNDING SOURCES</b>	<b>FY 2024-25</b>	<b>FY 2023-24</b>
<b>FEFP Funding (240 FTE)</b>	<b>\$ 2,501,941</b>	<b>\$ 2,076,469</b>
<b>Capital Outlay Funding</b>	<b>142,000</b>	<b>110,000</b>
<b>Title II Professional Development Reimbursement</b>	<b>11,910</b>	<b>8,429</b>
<b>Title IV (SSAE)</b>	<b>7,251</b>	<b>5,278</b>
<b>Total Funding Sources</b>	<b>\$ 2,663,102</b>	<b>\$ 2,200,176</b>





# Proposed Budget - St. Pete/Gibbs

<b>OPERATING EXPENSES</b>	<b>FY 2024-25</b>	<b>FY 2023-24</b>
<b>Personnel Cost</b>		
<b>Instructional</b>	680,430	518,296
<b>Administrative and Instructional Support</b>	775,151	666,863
<b>Plant Operation</b>	27,280	29,063
<b>Temporary (Non-recurring)</b>	39,028	22,418
<b>Total Personnel Cost</b>	<b>\$ 1,521,889</b>	<b>\$ 1,236,640</b>





# Proposed Budget - St. Pete/Gibbs

CURRENT EXPENSES	FY 2024-25	FY 2023-24
Professional Dev & Workshops	43,040	12,819
Textbooks & Instructional Materials	186,121	161,000
Minor Equipment	65,000	10,000
Facility Lease (Partially from Capital Outlay Funds)	229,224	224,729
Professional Services & Fees	50,000	33,498
Insurance	15,000	10,000
Food	50,000	48,500
Office Supplies and Equipment	7,000	18,500
Furniture and Fixtures	100,000	148,000
Printing/Photocopying/Advertising	65,000	41,500
<b>Total Current Expenses</b>	<b>\$ 810,385</b>	<b>\$ 708,546</b>







# Proposed Budget - St. Pete/Gibbs

Total Budgeted Expenditures	FY 2024-25	FY 2023-24
	\$ 2,332,274	\$ 1,945,186
Dual Enrollment Tuition Expense	\$ 450,000	\$ 450,000
SPC Contribution to offset tuition	(\$ 450,000)	(\$ 450,000)
Ending Fund Balance Reserve (est.)	\$3,775,930	\$ 3,387,921

\*Fund Balance Reserve includes Operating, Capital, Referendum & Recognition





# 23-24 Highlights – St. Pete/Gibbs

- According to Niche:
  - #1 Public High School in Tampa Bay
  - #1 Public High School Teachers in Tampa Bay
- Sixth consecutive Year of Being a School of Excellence
- 100 % High School Graduation Rate
- 97% A.A. Anticipated Graduation Rate
- 97% Success Rate in College Classes





# 23-24 Highlights – St. Pete/Gibbs

- Four Juniors Qualified for First Round of National Merit
- Best of the Science Fair/Senior Division for Pinellas County
- Second Place at the Tampa Regional Ethics Bowl
- Created the First SPCHS Robotics Team
  - Expanded from one Competition Robot to two Competition Robots
- Eagle Crest Lake Cleanup and Native Planting
- SPCHS won the Titan Trot!







# 23-24 Highlights – St. Pete/Gibbs

## Senior Scholarship Spotlights





# Proposed Budget - NP

SPCHS BUDGET OVERVIEW	FY 2024-25	FY 2023-24
Total Revenue	\$2,410,285	\$1,866,335
Total Expenditures	\$1,756,364	\$1,459,056
Difference	\$653,921	\$407,279
Total Projected Fund Balance	\$3,036,473	\$1,925,602





# Proposed Budget - NP

Revenue	FY 2024-25	FY 2023-24
Funding Sources		
FEFP Funding (220 FTE)	\$ 2,275,022	\$ 1,745,045
Capital Outlay Funding	120,000	110,000
Title II Professional Development	9,487	6,714
Reimbursement		
Title IV (SSAE)	5,776	4,576
<b>Total Funding Sources</b>	<b>\$ 2,410,285</b>	<b>\$ 1,866,335</b>



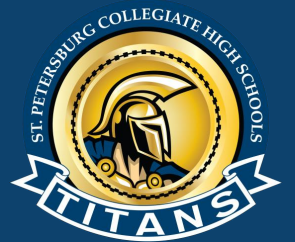
# Proposed Budget - NP

Operating Expenses - Personnel	FY 2024-25	FY 2023-24
Instructional	430,373	398,391
Administrative and Instructional Support	543,429	441,927
Plant Operation	28,306	27,907
Temporary (Non-recurring)	61,488	22,051
<b>Total Personnel Cost</b>	<b>\$ 1,063,596</b>	<b>\$ 890,276</b>
Operating Expenses – Current		
Professional Development & Workshops	30,087	3,593
Textbooks and Instructional Materials	147,181	139,700
Minor Equipment	3,000	10,000
Facility & Lease	245,000	285,070
Professional Services & Fees	139,500	34,000
Insurance	15,000	10,000
Food	60,000	40,000
Office Supplies and Equipment	13,000	9,617
Printing/Photocopying/Advertising	40,000	36,801
<b>Total Current Expenses</b>	<b>\$ 692,768</b>	<b>\$ 568,781</b>



# Proposed Budget - NP

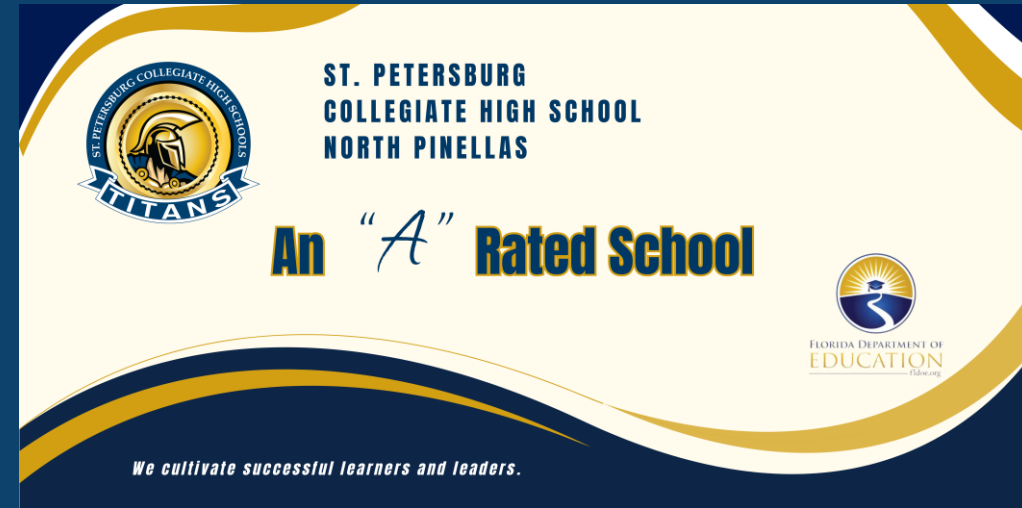
Total Budgeted Expenditures	FY 2024-25	FY 2023-24
	\$1,756,364	\$1,459,056
Other Transactions: Dual Enrollment		
Dual Enrollment Tuition Expense	\$ 450,000	\$ 450,000
SPC Contribution to offset tuition	(\$ 450,000)	(\$ 450,000)
Ending Fund Balance Reserve (est.)	\$ 3,036,473	\$ 1,925,602
*Fund Balance Reserve includes Operating, Capital, Referendum & Recognition		







# 23-24 Highlights - NP



- Awarded FDOE “A” Rated School Designation
- Awarded FDOE “School of Excellence” Designation
- Top 10 in the state of Florida and #1 in Pinellas County

- National Merit Scholarship Winner
- 100% high school graduation rate
- US News Best Schools Award





# 23-24 Highlights - NP



- 100% Associate in Arts graduation rate at the end of spring
- 98.17% college success rate for fall term and spring term
- 51 of 69 students graduated Summa Cum Laude with a weighted GPA over 4.0
- 9 students graduated Magna Cum Laude with a weighted GPA of 3.8 or higher
- All 69 graduated with an Honors designation
- Over 8500 Bright Future Volunteer Hours from seniors
- Over \$500K in Scholarship money for our graduates





# 23-24 Highlights - NP

## Historical Overview of College Success Rate

Academic Year	2019	2020	2021	2022	2023
Student Count	152	229	211	189	209
Enrollment Count	1,265	1,972	1,923	1,823	1,699
Success Rate	92.60%	85.30%	89.70%	94.20%	98.17%
Average GPA	3.33	3.25	3.37	3.51	3.59





# Proposed Budget - STEM

SPCHS BUDGET OVERVIEW	FY 2024-25	FY 2023-24
Total Revenue	\$1,768,757	\$1,223,890
Total Expenditures	\$1,768,434	\$1,150,466
Difference	\$323	\$73,424
Total Projected Fund Balance	\$282,071	\$226,399





# Proposed Budget - STEM

Revenue	FY 2024-25	FY 2023-24
Funding Sources		
FEFP Funding (220 FTE)	\$1,709,008	\$920,577
Capital Outlay Funding	51,500	0
Title II Professional Development Reimbursement	4,815	1,970
Title IV (SSAE)	3,433	1,343
Budget Stabilization Transfer	0	300,000
<b>Total Funding Sources</b>	<b>\$1,768,757</b>	<b>\$1,223,890</b>





# Proposed Budget - STEM

Operating Expenses	FY 2024-25	FY 2023-24
Personnel Cost		
Instructional	721,616	375,080
Administrative and Instructional Support	610,702	441,935
Plant Operation	29,105	18,416
Temporary (Non-recurring)	16,563	4,408
<b>Total Personnel Cost</b>	<b>\$1,377,986</b>	<b>\$839,839</b>
Current Expenses	FY 2024-25	FY 2023-24
Professional Development & Workshops	8,748	3,828
Textbooks and Instructional Materials	133,100	28,000
Minor Equipment	0	7,359
Facility & Lease	191,000	186,906
Professional Services & Fees	23,100	24,350
Insurance	11,000	10,000
Food	5,300	31,000
Office Supplies and Equipment	3,200	6,684
Printing/Photocopying/Advertising	15,000	12,500
<b>Total Current Expense</b>	<b>\$390,448</b>	<b>\$310,627</b>




# Proposed Budget - STEM

Capital Spending	FY 2024-25	FY 2023-24
Total Capital Spending	\$ -	\$ -
Total Budgeted Expenditures	1,768,434	1,150,466
Other Transactions: Dual Enrollment		
Dual Enrollment Tuition Expense	\$450,000	\$175,000
SPC Contribution to offset tuition	\$(450,000)	\$(175,000)
Ending Fund Balance Reserve (est.)	\$282,701	\$226,399
*Fund Balance Reserve includes Operating, Capital, Referendum & Recognition		




# 23-24 Highlights - STEM



**ST. PETERSBURG COLLEGIATE HIGH SCHOOL  
STEM**

**An "A" Rated School**



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

*We cultivate successful learners and leaders.*



ST. PETERSBURG COLLEGIATE HIGH SCHOOL -STEM

- Awarded FDOE "A" Rated School Designation

- COGNIA Accreditation -Fully accredited retroactively 23-24 school year







# 23-24 Highlights - STEM



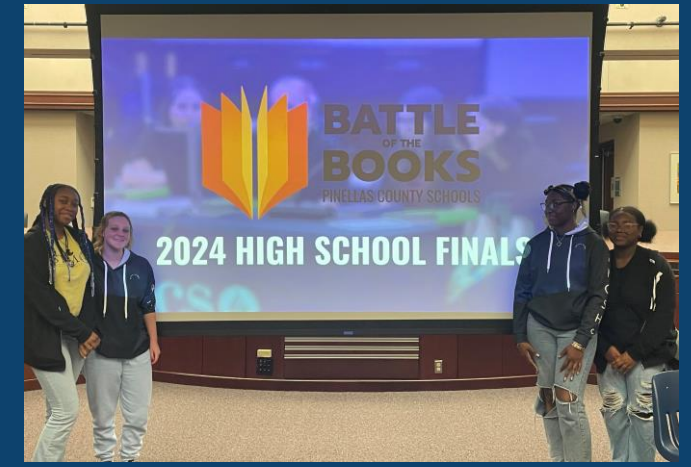
Landed top 3 winners at the **NACCE STEM/Shift** Event for innovative patent design.

- Overall college course success rate of 96%
- 92% pass rate in all CIT/Data Science courses
- 91% Pass rate for College Algebra



**Stock Market Challenge Winners**

- 99% pass rate in Gen. Ed courses
- 100% growth for L25 student in math



**3<sup>rd</sup> place at Battle of the Books District Finals**





# 23-24 Highlights - STEM

Math Highlights	ELA Highlights
<ul style="list-style-type: none"><li>87% of students were proficient on Algebra 1/Geometry EOC</li></ul>	<ul style="list-style-type: none"><li>91% of students were proficient on FAST reading assessment</li></ul>
<ul style="list-style-type: none"><li>94% of students made gains on math EOCs</li></ul>	<ul style="list-style-type: none"><li>90% of lowest performing students made gains on FAST reading assessment</li></ul>
<ul style="list-style-type: none"><li>100% of lowest performing students made gains on math EOCs</li></ul>	





# Questions





Vision:  
100% Student Success

Mission:  
"Educate and prepare each student for college, career and life."

ADMINISTRATION BUILDING  
301 Fourth St. SW  
P.O. Box 2942  
Largo, FL 33779-2942  
Ph. (727) 588-6000

SCHOOL BOARD OF  
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Vice Chairperson  
Carol J. Cook

Lisa N. Cane  
Caprice Edmond  
Eileen M. Long  
Stephanie Meyer  
Dawn M. Peters

Superintendent  
Kevin K. Hendrick

### Charter School District Cycle Assessment Agreement 2024-2025

Please check the appropriate box that reflects the intention of your school's decision to use the district cycle assessments in the 2024-2025 school year.

It is the intention of Saint Petersburg Collegiate High School South to use the district cycle assessments during the 2024-2025 school year. The school understands payment of \$2.00 per student with a projected enrollment of 64 sophomores for a total \$128.00 will be deducted from the FTE funds.

It is the intention of Saint Petersburg Collegiate High School South to **NOT** be included in the use of the district cycle assessments for the 24-25 school year.

Charter School Administrator Signature:

Date of governance board approval:

\_\_\_\_\_



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Dawn M. Peters

Superintendent  
Kevin K. Hendrick

## Charter School District Cycle Assessment Agreement 2024-2025

Please check the appropriate box that reflects the intention of your school's decision to use the district cycle assessments in the 2024-2025 school year.

It is the intention of Saint Petersburg Collegiate High School North to use the district cycle assessments during the 2024-2025 school year. The school understands payment of \$2.00 per student with a projected enrollment of 63 sophomores for a total \$126.00 will be deducted from the FTE funds.

It is the intention of Saint Petersburg Collegiate High School North to **NOT** be included in the use of the district cycle assessments for the 24-25 school year.

Charter School Administrator Signature:

4-15-24

*Ryan Halstead*

Date of governance board approval:

\_\_\_\_\_



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Dawn M. Peters

Superintendent  
Kevin K. Hendrick

## Charter School District Cycle Assessment Agreement 2024-2025

Please check the appropriate box that reflects the intention of your school's decision to use the district cycle assessments in the 2024-2025 school year.

It is the intention of Saint Petersburg Collegiate High School STEM to use the district cycle assessments during the 2024-2025 school year. The school understands payment of \$2.00 per student with a projected enrollment of 71 freshmen and 75 sophomores for a total \$292.00 will be deducted from the FTE funds.

It is the intention of Saint Petersburg Collegiate High School STEM to **NOT** be included in the use of the district cycle assessments for the 24-25 school year.

Charter School Administrator Signature:

*Raquel Hairston*

Date of governance board approval:



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Dawn M. Peters

Superintendent  
Kevin K. Hendrick

## Pinellas County Charter School Mental Health Assistance Allocation Plan Selection

It is the intention of St. Petersburg Collegiate High School North Pinellas- Charter School to be included in the Pinellas School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

*Ryan Halstead*

Date approved by the charter school governing board:

\_\_\_\_\_

**OR**

It is the intention of \_\_\_\_\_ Charter School to **NOT** be included in the Pinellas School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be approved and submitted to the district for state approval.

Charter School Administrator Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

District Superintendent Signature:

\_\_\_\_\_



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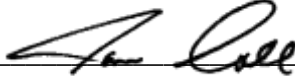
Lisa N. Cane  
Caprice Edmond  
Eileen M. Long  
Stephanie Meyer  
Dawn M. Peters

Superintendent  
Kevin K. Hendrick

## Pinellas County Charter School Mental Health Assistance Allocation Plan Selection

It is the intention of St. Petersburg Collegiate High School – South Charter School to be included in the Pinellas School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

  
\_\_\_\_\_

Date approved by the charter school governing board:

\_\_\_\_\_ June 18, 2024 \_\_\_\_\_

**OR**

It is the intention of \_\_\_\_\_ Charter School to **NOT** be included in the Pinellas School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be approved and submitted to the district for state approval.

Charter School Administrator Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

District Superintendent Signature:

\_\_\_\_\_





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Superintendent  
Kevin K. Hendrick

## Pinellas County Charter School Mental Health Assistance Allocation Plan Selection

It is the intention of St. Petersburg Collegiate STEM High School to be included in the Pinellas School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

*Raquel Hairston*  
\_\_\_\_\_

Date approved by the charter school governing board:

\_\_\_\_\_

**OR**

It is the intention of \_\_\_\_\_ Charter School to **NOT** be included in the Pinellas School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be approved and submitted to the district for state approval.

Charter School Administrator Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

District Superintendent Signature:

\_\_\_\_\_



St. Petersburg Collegiate High Schools  
(SPCHS/SPCHSNP/SPCSHS)  
2024-2025 Reading Plan

## Reading Core Curriculum

The Commission on Reading of the National Council of Teachers of English defines reading as "a complex and purposeful sociocultural, cognitive, and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text" (<http://www.ncte.org>). This definition includes the five reading components adopted by Florida from the National Reading Panel's (2000) recommendations as well as qualitative components not included in their research. While the decoding components (phonics and phonemic awareness) are not particularly applicable to advanced secondary students like ours at St. Petersburg Collegiate High Schools, the fluency and comprehension components (fluency, vocabulary, and reading comprehension strategies) are regularly and systematically addressed in the classroom.

Explicit instruction for vocabulary development as well as before, during, and after reading strategies are used regularly to aid student comprehension. Students improve fluency primarily through increased volume and diversity of reading with a variety of groupings including independent, small, and whole class. In addition, student engagement in the reading process is increased through student choice of appropriate age, cultural, and gender diverse texts for independent reading. Literature from other cultures and by diverse authors will be used as a "hook and anchor" to draw students into the content using their past experiences and will be used to strengthen students' sense of identity. In their study on *How People Learn II*, The National Academies of Science, Engineering, Research and Medicine (2018) emphasized that students come to the classroom with preconceptions about how the world works and if that initial understanding is not engaged, students may fail to grasp the new concepts and information being taught. Teachers will be making learning contextual by activating students' prior knowledge and empowering students to leverage their cultural capital.

Moreover, because reading is a social activity, students discuss and deepen their understanding of text by building on individual and cultural experiences in whole class and small groups. Finally, because reading and writing develop together, students write about their reading to deepen their understanding, and learn how to write through the reading of various texts.

St. Petersburg Collegiate High Schools will use a variety of instructional strategies to help students build their reading skills aligned to the B.E.S.T. standards. Anderson, Wilson, and Fielding (1989) argued that students benefit from increased volume and diversity of reading as a whole group and independently. In English class, students will read in both large groups (as a class) and independently. As a class, students will read over 2,000 pages per year of diverse and complex texts; these texts are both old and modern, and represent multiple modes and genres, such as poems, epics, dramas, novels, and stories, as well as articles and essays (fiction and nonfiction).

These texts will be chosen using Beers and Probst's (2013) four qualitative factors for text complexity:

1. Ideas presented in the text
2. Structure of the text
3. Language of text
4. Prior knowledge required for understanding the text

Because these texts are complex, a variety of reading strategies will be used before, during, and after reading to increase comprehension (“On Reading, Learning to Read”, 2017). The reading strategies taught in class include the following:

- Pre-reading Strategies: KWL, Vocabulary Preview, Text Preview
- Reading Strategies: Explicit Vocabulary instruction, Writing to Learn (especially summaries, reflection, and essays), Close Reading, Annotating, small group and whole class discussion, Rereading, and Self-Monitoring
- Post Reading Strategies: Collaborative learning, Reader Response, Writing to Learn (both informal writing such as reflections and reader responses as well as formal essays and research papers), and concept mapping

Using these strategies is meant for the independence and responsibility of comprehension to be gradually released to students as they become independent readers.

Students will read both during and out of class and will often work with a partner or in small groups to help with difficult texts and passages to improve comprehension. In addition to reading as a whole class, students will read independently. For independent reading, students will be allowed to choose from a diverse selection of books that are at or above grade level. Students will read an additional six books a year. These additional books will not be specifically chosen to be complex (although some are) but rather books that most can read on their own with little support.

### **PERT Ready**

St. Petersburg Collegiate High Schools improve student reading comprehension scores on the College reading test Postsecondary Education Readiness Test (PERT) by first creating a literacy rich environment in all classrooms (Braunger and Lewis, 2008). Saint Petersburg Collegiate High Schools also adopts Smith's philosophy that students essentially learn to read by reading rather than by isolated skill instruction (2011).

Therefore, a focus is placed on choice reading of meaningful, relevant texts, and age-appropriate text to increase reading volume, diversity, and complexity to improve reading comprehension and proficiency. Marzano (2004) affirms that extensive reading develops background and academic knowledge, improves both comprehension and fluency, while simultaneously reinforcing reading skill and reading strategies.

The increased volume diversity and complexity of reading for those who have not passed the reading portion of the PERT occurs primarily in two classes: English and Reading. Reading in English class consists of both whole group reading and independent reading. For whole group reading, students read as a class over 2,000 pages of diverse and complex texts. The texts are chosen using Beers and Probst's four factors for text complexity (2013) and are texts that require teacher support. For independent reading, students read six independent novels from a list but that students should be able to read on their own.

The increased volume of reading will expose students to vocabulary often not found in everyday speech. Beck, McKeown & Kucan (2013) referred to these words as 'tier two' vocabulary, i.e., mature, academic vocabulary). In addition to increased reading volume and diversity, use of complex texts, and teaching of reading strategies, students will also be explicitly taught tier two vocabulary. This extensive reading also builds proficiency by developing background and academic knowledge, improving both comprehension and fluency, and simultaneously reinforcing reading skill and reading strategies (Marzano, 2004). All freshmen will be enrolled in Intensive Reading or Great Books Honors. Sophomores who have not passed the PERT or ELA standardized assessments are enrolled in a Reading class (a semester course), in addition to English class. In order to increase reading volume in Reading class, students read independently spending over 100 minutes weekly reading in class from material they chose. This adds up to an additional 30 hours of independent reading. Students must self-monitor their reading and keep track in a reading log (Duke & Pearson, 2002). Because of the increased reading (whole group and independent) in these two classes, students develop better reading skills and improve reading proficiency. The primary areas improved are in vocabulary, as well as fluency and comprehension:

- **Vocabulary:** Through voluminous and wide reading, students are exposed to greater volume of words, which according to Anderson, Wilson, and Fielding (1989) corresponds to a greater level of achievement. Beck, McKeown & Kucan, (2013) argue that students who read more improve their reading comprehension because they are exposed to many more words often uncommon to spoken language, or what Beck, McKeown & Kucan refer to as 'tier two' words; words important for building a mature vocabulary and used in academic writing students need to comprehend. In addition to being exposed to vocabulary through text, students are also explicitly taught academic vocabulary in English and Reading class. Students are taught college level words that correspond to the text being read as a whole group.
- **Fluency and Comprehension:** In the *Great Books Honors* and/or *Contemporary Literature Honors* classes, students are placed in a robust classroom literacy rich environment and have the freedom to choose their reading materials and are given class time to read (Braunger and Lewis, 2008; Gallagher, 2003). Student self-selection of books increases student engagement better than isolated skill instruction (Allington, 2012).

St. Petersburg Collegiate High Schools will not adopt or develop additional academic standards beyond the Florida B.E.S.T. Standards. The Florida Standards will be the content standards for every high school class taught and St. Petersburg Collegiate High Schools teachers will document how they are meeting those standards in their lesson plans. In addition, St. Petersburg Collegiate High School students will take the required Florida Standards Assessments and End of Course Exams to document how well students are mastering those standards and to meet graduation requirements.

### **Research Base/ Foundation Materials**

St. Petersburg Collegiate High Schools used the research conducted by Marzano (2003) as a foundation for developing the curriculum that will be implemented. According to Marzano, the most impactful factor in student achievement is providing students with a guaranteed and viable curriculum that provides each student with an opportunity to learn and necessary time to learn and master that curriculum. St. Petersburg Collegiate High Schools will ensure that students have an opportunity to learn because the essential content is taught in specific courses at specific times during the school year. Another component of the guaranteed and viable curriculum will be that adequate instructional time is provided to teachers to deliver the essential curriculum. To develop curriculum, St. Petersburg Collegiate High Schools will implement Marzano's five action steps to creating a guaranteed and viable curriculum.

**Step 1 - Essential Content:** St. Petersburg Collegiate High Schools will modify this action step to identify and communicate the content that is essential for students that are seeking postsecondary education at St. Petersburg College and will be seeking further postsecondary education after earning their Associate in Science degree at SPC. The basis for the content at St. Petersburg Collegiate High Schools will be the Florida Standards; however, St. Petersburg Collegiate High Schools will work with the faculty at SPC to analyze the knowledge and skills they will need to succeed at SPC and when they leave SPC to attain a bachelors, other advanced degrees and/or additional industry certifications. Within the disciplines, St. Petersburg Collegiate High Schools faculty and staff will analyze syllabi, assignments, and projects students must complete to determine the skills they need to excel in their courses. St. Petersburg Collegiate High Schools faculty will also attend SPC faculty discipline meetings to stay current with the curriculum at SPC and to build relationships with individual faculty members. These relationships with the SPC faculty will be vital to understanding the SPC curriculum so that this understanding can be utilized to align curriculum at St. Petersburg Collegiate High Schools that is essential for students' success in rigorous college courses.

**Step 2 - Available Time:** St. Petersburg Collegiate High Schools will ensure that the essential content can be addressed in the amount of time available by creating high school classes that will be 55 minutes long for each period. This length of period for 180 days will allow the teachers to cover the essential content and will allow students to develop the skills necessary to be

successful in college. In addition to the 55-minute period, St. Petersburg Collegiate High Schools will develop elective courses that help teach the essential content students need to be successful in college.

The curriculum for the reading will provide more time to address the essential content and the study skills curriculum will provide time to address the important non-cognitive skills that students need to be successful in college without subtracting time from the essential content in the core courses.

**Step 3 - Sequencing and Organization:** St. Petersburg Collegiate High Schools will organize the curriculum so that students have ample time to learn the essential content and attain the skills they need to excel in the rigorous college courses at SPC. The curriculum will be organized to help students transition from the expectations of high school teachers to the expectations of college instructors. As the year progresses, assignments will be more complex. Students will use not only what they have been taught in class, but the non-cognitive skills they have been developing throughout the year to manage complex projects, assess their own learning, study for upcoming tests, and seek out resources to be successful.

**Step 4 - Teachers Address Essential Content:** St. Petersburg Collegiate High Schools will ensure that teachers address the essential content and that students master the essential content through the Florida Assessment of Student Thinking (FAST), the Postsecondary Educational Readiness Test (PERT), End of Course Exams, teacher developed assessments, and through students' success in their high school and college courses. By utilizing a wide variety of assessment techniques, St. Petersburg Collegiate High Schools will determine students' mastery of the essential content including the Florida Standards and the skills students need to be successful in college classes.

**Step 5 - Avoiding Disruption:** St. Petersburg Collegiate High Schools will limit the disruptions to the instructional time for students. Students' access to clubs and activities will take place after the instructional day. St. Petersburg Collegiate High Schools will use the days when the high school is in session, but the SPC college courses have not started, to conduct assemblies and other workshops and meetings. In addition, St. Petersburg Collegiate High Schools will focus on teaching the curriculum as preparation for the state standardized assessments and will not focus on teaching to the test or test preparation. St. Petersburg Collegiate High Schools faculty members believe the best use of instructional time will be teaching the standards and using a variety of assessment methods directly related to the content rather than taking practice tests or utilizing content that is solely focused on preparing students for the state assessments.



**Vision:**  
100% Student Success

**Mission:**  
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**ADMINISTRATION BUILDING**  
301 Fourth St. SW  
P.O. Box 2942  
Largo, FL 33779-2942  
Ph. (727) 588-6000

**SCHOOL BOARD OF  
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Caprice Edmond  
Eileen M. Long  
Stephanie Meyer  
Dawn M. Peters

Superintendent  
Kevin K. Hendrick

## Comprehensive Evidenced-Based Reading Plan

Please check the appropriate box that reflects the intention of your school's decision to elect or decline inclusion in the district comprehensive evidenced-based reading plan.

It is the intent of \_\_\_\_\_ Charter School to elect inclusion in the district comprehensive evidenced-based reading plan. The school understands it will be held accountable for following the guidelines and assurances within the district's plan.

It is the intent of St. Petersburg Collegiate High School to NOT elect inclusion in the district comprehensive evidenced-based reading plan. The school understands it will be held accountable to create and implement their own plan. The plan must have governance board approval and will be submitted to the district for review.

Charter School Administrator Signature:

  
\_\_\_\_\_

Date of governance board approval:

June 18, 2024  
\_\_\_\_\_





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It is the intent of \_\_\_\_\_ SPCHSNP-7411\_\_ Charter school to NOT elect inclusion in the district comprehensive evidenced-based reading plan. The school understands it will be held accountable to create and implement their own plan. The plan must have governance board approval and will be submitted to the district for review.

Charter School Administrator Signature:

*Ryan Halstead* 5-8-24

Date of governance board approval:

\_\_\_\_\_



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It is the intent of St. Petersburg Collegiate STEM High School to NOT elect inclusion in the district comprehensive evidenced-based reading plan. The school understands it will be held accountable to create and implement their own plan. The plan must have governance board approval and will be submitted to the district for review.

Charter School Administrator Signature:

*Raquel Hairston*

Date of governance board approval:

June 18, 2024



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Charter School Administrator Signature:

Date of governance board approval:

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Charter School Administrator Signature:

*Ryan Halstead* 5-8-24

Date of governance board approval:

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It is the intent of St. Petersburg Collegiate STEM High School to NOT elect inclusion in the district comprehensive evidenced-based reading plan. The school understands it will be held accountable to create and implement their own plan. The plan must have governance board approval and will be submitted to the district for review.

Charter School Administrator Signature:

*Raquel Hairston*

Date of governance board approval:

June 18, 2024

**St. Petersburg Collegiate High School  
Proposed Budget  
2024-2025**

	Proposed Budget	Approved Budget
	FY 2025	FY 2024
	7/1/2024 - 6/30/2025	7/1/2023 - 6/30/2024
<b>Revenue</b>		
<b>Funding Sources</b>		
FEFP Funding (240 FTE)	\$ 2,501,941	\$ 2,076,469
Capital Outlay Funding	142,000	110,000
Title II Professional Development Reimbursement	11,910	8,429
Title IV (SSAE)	7,251	5,278
<b>Total Funding Sources</b>	<b>\$ 2,663,102</b>	<b>\$ 2,200,176</b>
<b>Operating Expenses</b>		
<b>Personnel Cost</b>		
Instructional	680,430	518,296
Administrative and Instructional Support	775,151	666,863
Plant Operation	27,280	29,063
Temporary (Non-recurring)	39,028	22,418
<b>Total Personnel Cost</b>	<b>\$ 1,521,889</b>	<b>\$ 1,236,640</b>
<b>Current Expense</b>		
Professional Development & Workshops	43,040	12,819
Textbooks and Instructional Materials	186,121	161,000
Minor Equipment	65,000	10,000
Facility Lease (Partially from Capital Outlay Funds)	229,224	224,729
Professional Services & Fees	50,000	33,498
Insurance	15,000	10,000
Food	50,000	48,500
Office Supplies and Equipment	7,000	18,500
Furniture and Fixtures	100,000	148,000
Printing/Photocopying/Advertising	65,000	41,500
<b>Total Current Expense</b>	<b>\$ 810,385</b>	<b>\$ 708,546</b>
<b>Capital Spending</b>		
<b>Total Capital Spending</b>	\$ -	\$ -
<b>Total Budgeted Expenditures</b>	<b>\$ 2,332,274</b>	<b>\$ 1,945,186</b>
<b>Other Transactions: Dual Enrollment</b>		
Dual Enrollment Tuition Expense	\$ 450,000	\$ 450,000
SPC Contribution to offset tuition	(\$ 450,000)	(\$ 450,000)
<b>Ending Fund Balance Reserve (est.)</b>	<b>\$3,775,930</b>	<b>\$ 3,387,921</b>
<i>*Fund Balance Reserve includes Operating, Capital, Referendum &amp; Recognition</i>		

## St. Petersburg Collegiate High School

### South

<b>Name</b>	<b>Position</b>
Call, Ian H.	Principal
Robinson, Zanetta Kha	Assist Principal
Alvarez, Martha Alice	Executive Assistant
Dempsey, Latavia Annette	DMT
Clisby, Crystal	Accountant
Ryan, Cheryl Marie	Teacher
Walch, Daniel J	Teacher
Couillard, Daniel L.	Teacher
Smickle ,Janice Racz	Teacher
Parke, Erin Katherine	Teacher
TBD	Teacher
Bell, LaDawn	Counselor
Rainwater, Kellye	Counselor
Betts, Yulonder B	Student Support Advisor
Bray, Christine Melecci	OPS Collegiate Substitute
Kent, Melissa Anne	OPS ESE
Vygovskiy, Spartak	Guardian
Kellner, David M	Guardian
Trimmier, Lorraine Anne	Coordinator Marketing & Social Media
TBD	Adminstrative Services Specialist
TBD	OPS Accreditations/Special Projects
TBD	Gifted/ESOL
TBD	Nurse



**St. Petersburg Collegiate High School North Pinellas  
Proposed Budget  
2024-2025**

	Proposed Budget FY 2025 7/1/2024 - 6/30/2025	Approved Budget FY 2024 7/1/2023 - 6/30/2024
<b>Revenue</b>		
<b>Funding Sources</b>		
FEFP Funding (220 FTE)	\$ 2,275,022	\$ 1,745,045
Capital Outlay Funding	120,000	110,000
Title II Professional Development Reimbursement	9,487	6,714
Title IV (SSAE)	5,776	4,576
<b>Total Funding Sources</b>	<b>\$ 2,410,285</b>	<b>\$ 1,866,335</b>
<b>Operating Expenses</b>		
<b>Personnel Cost</b>		
Instructional	430,373	398,391
Administrative and Instructional Support	543,429	441,927
Plant Operation	28,306	27,907
Temporary (Non-recurring)	61,488	22,051
<b>Total Personnel Cost</b>	<b>\$ 1,063,596</b>	<b>\$ 890,276</b>
<b>Current Expense</b>		
Professional Development & Workshops	30,087	3,593
Textbooks and Instructional Materials	147,181	139,700
Minor Equipment	3,000	10,000
Facility & Lease	245,000	285,070
Professional Services & Fees	139,500	34,000
Insurance	15,000	10,000
Food	60,000	40,000
Office Supplies and Equipment	13,000	9,617
Printing/Photocopying/Advertising	40,000	36,801
<b>Total Current Expense</b>	<b>\$ 692,768</b>	<b>\$ 568,781</b>
<b>Capital Spending</b>		
<b>Total Capital Spending</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Budgeted Expenditures</b>	<b>\$ 1,756,364</b>	<b>\$ 1,459,056</b>
<b>Other Transactions: Dual Enrollment</b>		
Dual Enrollment Tuition Expense	\$ 450,000	\$ 450,000
SPC Contribution to offset tuition	(\$ 450,000)	(\$ 450,000)
<b>Ending Fund Balance Reserve (est.)</b>	<b>\$ 3,036,473</b>	<b>\$ 1,925,602</b>
<i>*Fund Balance Reserve includes Operating, Capital, Referendum &amp; Recognition</i>		

**St. Petersburg Collegiate High School**

**North**

<b>Name</b>	<b>Position</b>
Halstead, Ryan	Principal
Pawlowicz, Stephanie M	Assist Principal
De Oliveira, Heidi	Executive Assistant
Hancock, Gloria	DMT
Clisby, Crystal	Accountant
Adang, Ross William	Teacher
TBD	Teacher
DeWese, Maria L	Teacher
Segall, Sherry A	Teacher
Foley, Renee C	Teacher
Swain, Lisa	Substitute/Tutor
Miklos, Rebecca J	Substitute/Tutor
Kent, Melissa Anne	OPS ESE
Jolliffe, Heidi H.	Counselor
Ratcliff, Michelle	Student Support Advisor
Withers, David Scott	Guardian
TBD	Guardian
Trimmier, Lorraine Anne	Coordinator Marketing & Social Media
TBD	Gifted/ESOL
TBD	Nurse

**St. Petersburg Collegiate STEM High School  
Proposed Budget  
2024-2025**

	Proposed Budget	Approved Budget
	FY 2025	FY 2024
	7/1/2024 - 6/30/2025	7/1/2023 - 6/30/2024 (amended 4.16.24)
<b>Revenue</b>		
<b>Funding Sources</b>		
FEFP Funding (220 FTE)	\$ 1,709,008	\$ 920,577
Capital Outlay Funding	51,500	0
Title II Professional Development Reimbursement	1,828	1,970
Title IV (SSAE)	1,234	1,343
Budget Stabilization Transfer	0	300,000
<b>Total Funding Sources</b>	<b>\$ 1,763,570</b>	<b>\$ 1,223,890</b>
<b>Operating Expenses</b>		
<b>Personnel Cost</b>		
Instructional	721,616	375,080
Administrative and Instructional Support	610,702	441,935
Plant Operation	29,105	18,416
Temporary (Non-recurring)	16,563	4,408
<b>Total Personnel Cost</b>	<b>\$ 1,377,986</b>	<b>\$ 839,839</b>
<b>Current Expense</b>		
Professional Development & Workshops	3,562	3,828
Textbooks and Instructional Materials	133,100	28,000
Minor Equipment	0	7,359
Facility & Lease	191,000	186,906
Professional Services & Fees	23,100	24,350
Insurance	11,000	10,000
Food	5,300	31,000
Office Supplies and Equipment	3,200	6,684
Printing/Photocopying/Advertising	15,000	12,500
<b>Total Current Expense</b>	<b>\$ 385,262</b>	<b>\$ 310,627</b>
<b>Capital Spending</b>		
<b>Total Capital Spending</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Budgeted Expenditures</b>	<b>\$ 1,763,248</b>	<b>\$ 1,150,466</b>
<b>Other Transactions: Dual Enrollment</b>		
Dual Enrollment Tuition Expense	\$ 450,000	\$ 175,000
SPC Contribution to offset tuition	\$ (450,000)	\$ (175,000)
<b>Ending Fund Balance Reserve (est.)</b>	<b>\$ 282,701</b>	<b>\$ 226,399</b>
<i>*Fund Balance Reserve includes Operating, Capital, Referendum &amp; Recognition</i>		

**St. Petersburg Collegiate High School**

**STEM HS**

<b>Name</b>	<b>Position</b>
Hairston, Raquel Denise	Principal
Bulmer, Remus	Assist Principal
Covello, Kim	Executive Assistant
Reynolds, Dalton	DMT
Clisby, Crystal	Accountant
Aguilar, Michael Jose	Teacher
Kelley, Amy June	Teacher
TBD	Teacher
Nelson, Nydia N	Teacher
Trammel, Christopher B	Teacher
Sasserath, Elisa M	Teacher
TBD	Teacher
TBD	Teacher
Heatly, Cathy R	Counselor
TBD	Counselor
Seay, Latasha Baynes	Student Support Advisor
Bray, Christine Melecci	OPS Collegiate Substitute
Minogue, Mary	OPS STEM Substitute
Kent, Melissa Anne	OPS ESE
Stevens, Brenda Lee	Guardian
Deitiker, Bryce L	Guardian
TBD	OPS Lunch Worker
TBD	Gifted/ESOL
TBD	Nurse