



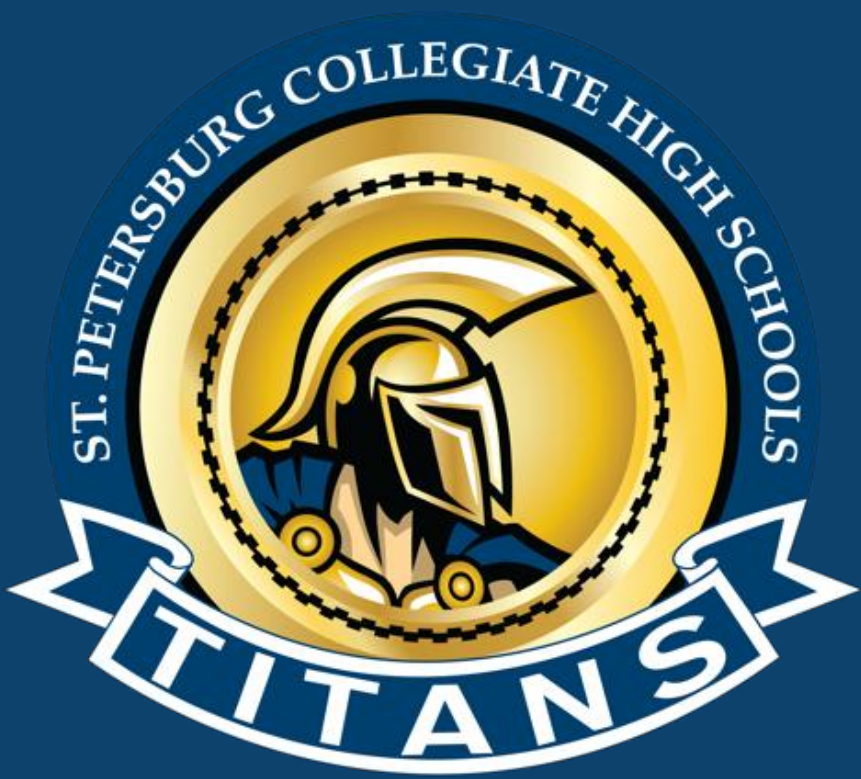
# **St. Petersburg Collegiate High Schools**

**Governing Board Meeting  
EpiCenter, BD1-451, 453  
June 17, 2025**

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## **Agenda**

1. Approval for 2025-26 district options
  - a. District Cycle Assessments Opt-in Form
  - b. Mental Health Opt-in Form
  - c. Reading Plan Opt-out Form
    - i. Comprehensive Evidenced-Based Reading Plan
  - d. New for 2025-2026 ParentSquare Replacing School Messenger
2. 2025-2026 Calendar
3. Approval of 2025-26 SPG CHS Budget, with personnel list
4. SPG CHS Highlights
5. Approval of 2025-26 TS CHS Budget, with personnel list
6. TS CHS Highlights
7. Approval of 2025-26 STEM Budget, with personnel list
8. STEM CHS Highlights



St. Petersburg Collegiate High Schools'

# Governing Board Meeting

June 17, 2025

EPI

Dr. Ian Call, Principal, SPCHS, Gibbs

Ryan Halstead, Principal, SPCHS-NP, Tarpon Springs

Dr. Raquel Hairston, Principal, SPCHS, STEM

Dr. Matthew Liao-Troth, Vice President of Academic Affairs



# AGENDA

1. Approval for 2025-26 district options
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8. STEM CHS Highlights



# District Options

## 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.

## ParentSquare

- ParentSquare is a communication platform designed to improve engagement between schools and families. It offers a variety of features such as messaging, event calendars, secure document viewing, and forms, all integrated into a single app. ParentSquare will streamline communication ensuring information reaches parents while creating school community and promoting better student outcomes.



# Calendar

Overall, the St. Petersburg Collegiate High Schools' calendar aligns with St. Petersburg College rather than Pinellas County Schools. St. Petersburg College observes holidays (Veteran's Day for example) and other institutional days (Discovery Day) where St. Petersburg Collegiate High Schools are closed for students. To meet the required hours of instruction outlined by the FLDOE, St. Petersburg Collegiate High Schools aligns its calendar to St. Petersburg College. With that said, it's important to note that our 9<sup>th</sup> and 10<sup>th</sup> graders and teachers start and end before and after the fall and spring semesters.

## Highlights of the calendar:

- August 4<sup>th</sup>- Teachers return to work
- August 11<sup>th</sup>- First day of school for 9<sup>th</sup> and 10<sup>th</sup> graders
- December 19<sup>th</sup>- End of the 1<sup>st</sup> semester
- January 5<sup>th</sup>- Teachers return from winter break
- January 6<sup>th</sup>- 9<sup>th</sup> and 10<sup>th</sup> graders return for 2<sup>nd</sup> semester
- May 28<sup>th</sup>- End of 2<sup>nd</sup> semester for students
- May 29<sup>th</sup>- Last day for teachers



# Proposed Budget - St. Pete/Gibbs

SPCHS BUDGET OVERVIEW	FY 2025-26	FY 2024-25
Total Estimated Revenue	\$2,566,544	\$2,663,102
Total Budgeted Expenditures (includes fund balance)	\$3,061,624	\$2,332,274
Difference	(\$495,080)	\$330,828
Total Projected Fund Balance	\$3,756,637	\$3,775,930



# Proposed Budget - St. Pete/Gibbs

REVENUE SOURCES	FY 2025-26	FY 2024-25
FEFP Funding (235 FTE; includes TSIA)	\$ 2,010,872	\$ 2,501,941
Capital Outlay Funding	160,000	142,000
Title II (ESSA: Professional Developemnt)	8,706	11,910
Title IV (SSAE)	5,549	7,251
Referendum	349,020	0 (not included)
A+ Recognition (If "A" school in FY25)	32,397	0 (not included)
<b>Total Funding Sources</b>	<b>\$2,566,544</b>	<b>\$2,663,102</b>





# Proposed Budget - St. Pete/Gibbs

	FY 2025-26	FY 2024-25
<b>PERSONNEL COSTS</b>		
Instructional	\$731,889	\$680,430
Instructional Support	456,088	
Administrative	350,544	775,151
Fiscal Services	32,182	
Plant Operation	40,749	27,280
Temporary (Non-recurring)	33,214	39,028
<b>Total Personnel Costs</b>	<b>\$ 1,644,666</b>	<b>\$ 1,521,889</b>





# Proposed Budget - St. Pete/Gibbs

	FY 2025-26	FY 2024-25
<b>BUDGETED EXPENSES</b>		
Direct Instruction	\$312,049	\$216,121
Instructional Support	101,100	43,040
School Administration	214,000	107,000
Facilities Acquisition & Contruction	660,808	329,224
Fiscal Services	19,000	17,500
Food Services	75,000	50,000
Central Services	15,000	32,500
Operating of Plant	20,000	15,000
<b>Total Budgeted Expenses</b>	<b>\$ 1,416,957</b>	<b>\$ 810,385</b>



# Proposed Budget - St. Pete/Gibbs

	FY 2025-26	FY 2024-25
<b>Total Budgeted Expenditures</b>	<b>\$ 3,061,624</b>	<b>\$2,332,274</b>
<b>Dual Enrollment Tuition Expense</b>	<b>\$ 450,000</b>	<b>\$ 450,000</b>
<b>SPC Contribution to offset tuition</b>	<b>(\$ 450,000)</b>	<b>(\$ 450,000)</b>
<b>Ending Fund Balance Reserve (est.)</b>	<b>\$3,756,637</b>	<b>\$ 3,775,930</b>
*Fund Balance FY26 Budget: Operating \$505,000, Capital Outlay \$15,000, Referendum \$24,406 & Recognition \$15,000		
*Fund Balance Reserve includes Operating, Capital, Referendum & Recognition		



# 24-25 Highlights – St. Pete/Gibbs

- Seventh consecutive year of being named a "School of Excellence"
- 63 Students graduated with a weighted GPA above a 4.0.
- 100% High School Graduation Rate
- 99% A.A. Anticipated Graduation Rate
- 94.3% Success Rate in College Classes





# 24-25 Highlights – St. Pete/Gibbs

## Parent Survey Results

- 100% of parents agree that SPCHS/SPC provides a safe learning environment.
- 98% of parents agree that SPCHS/SPC provides qualified staff members to support student learning.
- 99% of parents agree that SPCHS/SPC provides an adequate supply of learning resources that are current and in good condition.







# 24-25 Highlights – St. Pete/Gibbs

- Three Members of SPC Model UN team that competed in Rome
- Eight SPCHS students recognized at the St. Pete/Gibbs Awards Ceremony
- SPCHS student selected to go to Takamatsu, Japan through the city of St. Petersburg Exchange program
- Re-introduced the SPCHS Leadership/Appreciation Luncheon





# Proposed Budget - North

SPCHSN BUDGET OVERVIEW	FY 2025-26	FY 2024-25
Total Estimated Revenue	\$2,374,961	\$2,410,285
Total Budgeted Expenditures (includes fund balance)	2,216,738	1,756,364
Difference	158,223	653,921
Total Projected Fund Balance	\$3,349,973	\$3,036,473



# Proposed Budget – North

REVENUE SOURCES	FY 2025-26	FY 2024-25
FEFP Funding (225 FTE; includes TSIA)	\$ 1,875,508	\$2,275,022
Capital Outlay Funding	140,000	120,000
Title II (ESSA: Professional Development)	7,448	9,487
Title IV (SSAE)	4,747	5,776
Referendum	319,936	0 (not included)
A+ Recognition (If "A" school in FY25)	27,322	0 (not included)
<b>Total Funding Sources</b>	<b>\$ 2,374,961</b>	<b>\$ 2,410,285</b>





# Proposed Budget – North

	FY 2025-26	FY 2024-25
<b>PERSONNEL COSTS</b>		
Instructional	\$520,084	\$430,373
Instructional Support	280,935	
Administrative	344,350	543,429
Fiscal Services	31,069	
Plant Operation	39,619	28,306
Temporary (Non-recurring)	59,606	61,488
<b>Total Personnel Costs</b>	<b>\$ 1,275,663</b>	<b>\$ 1,063,596</b>



# Proposed Budget - North

	FY 2025-26	FY 2024-25
<b>BUDGETED EXPENSES</b>		
Direct Instruction	\$237,357	\$147,181
Instructional Support	99,948	30,087
School Administration	97,000	56,000
Facilities Acquisition & Contruction	377,770	245,000
Fiscal Services	19,000	17,500
Food Services	75,000	60,000
Central Services	15,000	122,000
Operating of Plant	20,000	15,000
<b>Total Budgeted Expenses</b>	<b>\$ 941,075</b>	<b>\$ 692,768</b>



# Proposed Budget – North

	FY 2025-26	FY 2024-25
<b>Total Budgeted Expenditures</b>	<b>\$2,216,738</b>	<b>\$1,756,364</b>
<b>Dual Enrollment Tuition Expense</b>	<b>\$ 375,000</b>	<b>\$ 450,000</b>
<b>SPC Contribution to offset tuition</b>	<b>(\$ 375,000)</b>	<b>(\$ 450,000)</b>
<b>Ending Fund Balance Reserve (est.)</b>	<b>\$3,349,973</b>	<b>\$3,036,473</b>
*Fund Balance FY26 Budget: Capital Outlay \$120,000		
*Fund Balance Reserve includes Operating, Capital & Referendum		



# 24-25 Highlights - North

- 100% high school graduation rate
- 94% Associate in Arts graduation rate end of spring (96% by end of summer)
- 96.4% college success rate both fall & spring terms
- 52 of 74 students graduated Summa Cum Laude with a weighted GPA over 4.0
- 8 students graduated Magna Cum Laude with a weighted GPA of 3.8 or higher
- 73 of 74 students graduated with an Honors designation
- Over 6,400 Bright Future Hours from seniors
- Over \$500K in Scholarship money for our graduates

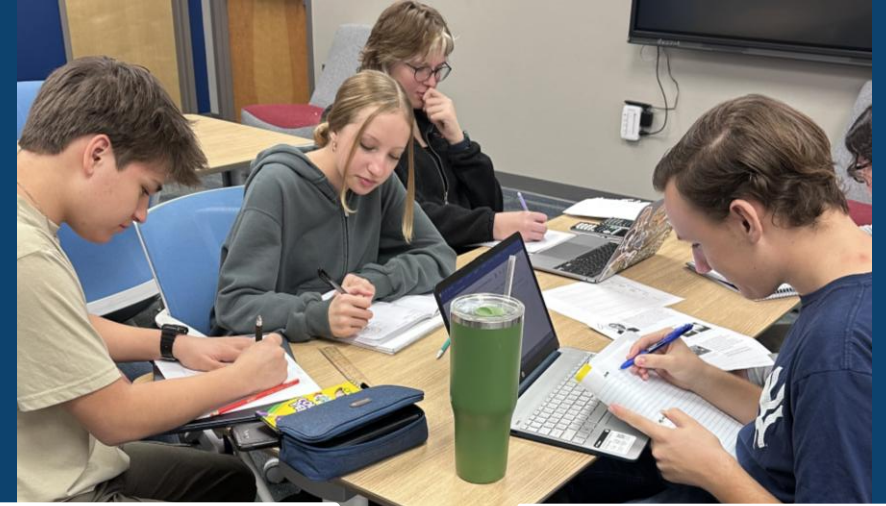






# 24-25 Highlights - North

- Awarded FDOE "A" Rated School & School of Excellence Designation
- Named to Niche lists of "Best Schools 2025"
- Increased Enrollment from 183 (2022) to 223 (2024) with an anticipated 225 students for 2025-2026
- Anticipated "A" grade again for this school year based off state assessment results:
  - 94% ELA Achievement
  - 100% Geometry Achievement
  - 100% US History Achievement
  - Estimated 831/900 (92%) points earned towards school grade





# 24-25 Highlights - North

- Increased partnerships with Ruth Eckerd Hall and Center for Model Schools
- Performed at Foreigner concert
- Implemented first cross-curricular Problem-Based Learning experience for students; experienced provided students a hands on and collaborative learning experience
- Climate Survey results- 84% of parents rated their experience at SPHSNP as excellent; 97% of students rated their experience at SPCHSNP as good or excellent





# Proposed Budget - STEM

SPCHS BUDGET OVERVIEW	FY 2025-26	FY 2024-25
Total Estimated Revenue	\$2,582,461	\$1,768,757
Total Budgeted Expenditures (includes fund balance)	\$2,335,860	\$1,768,434
Difference	\$246,601	\$323
Total Projected Fund Balance	\$869,647	\$282,701





# Proposed Budget - STEM

REVENUE SOURCES	FY 2025-26	FY 2024-25
FEFP Funding (270 FTE; includes TSIA)	\$1,984,324	\$1,709,008
Capital Outlay Funding	175,000	51,500
Title II (ESSA: Professional Development)	7,278	4,815
Title IV (SSAE)	4,639	3,433
Referendum	392,648	0 (not included)
A+ Recognition (If "A" school in FY25)	18,573	0 (not included)
<b>Total Funding Sources</b>	<b>\$2,582,461</b>	<b>\$1,768,757</b>



# Proposed Budget – STEM

	FY 2025-26	FY 2024-25
<b>PERSONNEL COSTS</b>		
Instructional	\$848,058	\$721,616
Instructional Support	395,232	
Administrative	328,243	610,702
Fiscal Services	28,337	
Plant Operation	33,186	29,105
Temporary (Non-recurring)	73,744	16,563
<b>Total Personnel Costs</b>	<b>\$ 1,706,799</b>	<b>\$ 1,377,986</b>



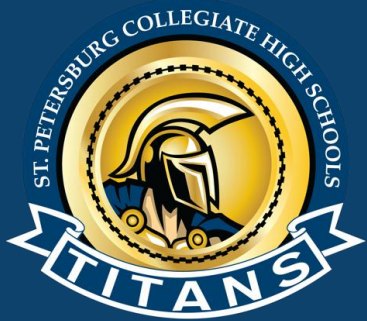
# Proposed Budget - STEM

	FY 2025-26	FY 2024-25
<b>BUDGETED EXPENSES</b>		
Direct Instruction	\$244,545	\$133,100
Instructional Support	57,558	8,748
School Administration	61,500	18,200
Facilities Acquisition & Contruction	201,457	191,000
Fiscal Services	19,000	17,500
Food Services	10,000	5,300
Central Services	15,000	5,600
Operating of Plant	20,000	11,000
<b>Total Budgeted Expenses</b>	<b>\$ 629,060</b>	<b>\$ 390,448</b>



# Proposed Budget – STEM

	FY 2025-26	FY 2024-25
<b>Total Budgeted Expenditures</b>	<b>\$2,335,860</b>	<b>\$1,768,434</b>
<b>Dual Enrollment Tuition Expense</b>	<b>\$ 450,000</b>	<b>\$ 450,000</b>
<b>SPC Contribution to offset tuition</b>	<b>(\$ 450,000)</b>	<b>(\$ 450,000)</b>
<b>Ending Fund Balance Reserve (est.)</b>	<b>\$869,647</b>	<b>\$282,701</b>
*Fund Balance FY26 Budget: Capital Outlay \$19,457 & Referendum \$13,167		
*Fund Balance Reserve includes Operating, Capital & Referendum		



# 24-25 Highlights - STEM

- 100% High School Graduation Rate
- 100% A.S. Graduation Rate
- 17 of 21 seniors also received A.A degree
- 90% Success Rate in College Classes
- 90% Success Rate in all CIT/Data Science courses
- 85% Pass rate for College Algebra
- 91% Success Rate in Gen. Ed courses
- 100% Success Rate Digital Skills Certification  
from Florida Ready to Work







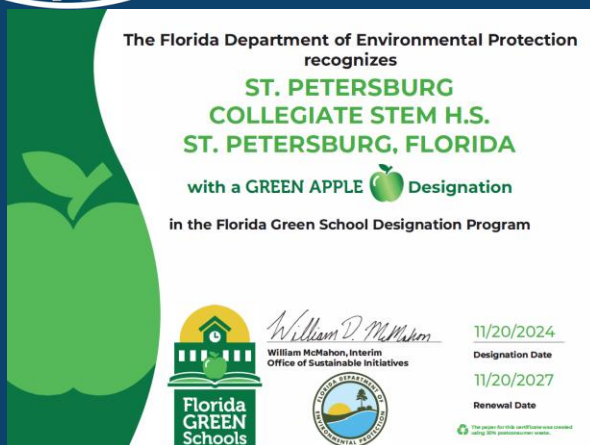
# 24-25 Highlights - STEM



- 100 % Success Rate on the Algebra I EOC Assessment
- 93% Success Rate on the Biology EOC Assessment
- 94% Overall Success Rate in Math Achievement
- Projected to be an “A” Rated School Designation
- Qualify to be a School of Excellence for the 25-26 School Year
- 3<sup>rd</sup> place at Battle of the Books District Finals
- Created the First SPCSHS Fishing Club and student engaged in Shark Research



# 24-25 Highlights - STEM



- Climate Survey results- 100% of the student's survey described the expectations for them as a learner to be "I am learning, I understand, and I can explain the concepts"; 100% of the parent's surveyed reported that their child has at least one adult advocate in the school.
- Elizabeth Ko finished 2<sup>nd</sup> in the FBLA State Competition
- National Honor Society Participated in Beach Clean ups
- Awarded Green Apple Designation by the Florida Department of Environmental Protection
- Participated in Goat Yoga on the roof of the Downtown Center





**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  
PINELLAS COUNTY, FLORIDA**

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Vice Chairperson  
Caprice Edmond

Katie Blaxberg  
Lisa N. Cane  
Eileen M. Long  
Stephanie Meyer  
Dawn M. Peters

Superintendent  
Kevin K. Hendrick

## Comprehensive Evidenced-Based Reading Plan (CERP)

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's comprehensive evidenced-based reading plan for the 25-26 school year. The school understands it will be held accountable for following the guidelines and assurances withing the district's plan.

☒ It is the intent of St. Peterburg Collegiate STEM HS to NOT elect inclusion in the district comprehensive evidenced-based reading plan for the 25-26 school year. The school understands it will be held accountable create and implement their own plan. The plan must have governance approval and submitted to the district for review.

Charter School Administrator Signature:

Raguel Hairston

Date approved by the charter school governing board:

\_\_\_\_\_

Director, Charter Schools and Home Education Signature:

\_\_\_\_\_



**Mission:**

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## Comprehensive Evidenced-Based Reading Plan (CERP)

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's comprehensive evidenced-based reading plan for the 25-26 school year. The school understands it will be held accountable for following the guidelines and assurances withing the district's plan.

☒

It is the intent of St. Petersburg Collegiate High School - South to NOT elect inclusion in the district comprehensive evidenced-based reading plan for the 25-26 school year. The school understands it will be held accountable create and implement their own plan. The plan must have governance approval and submitted to the district for review.

Charter School Administrator Signature:

Date approved by the charter school governing board:

June 17, 2025

Director, Charter Schools and Home Education Signature:



**Vision:**  
100% Student Success

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

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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 STEM High School to be included in the Pinellas School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

*Raguel Hairston* 5-6-2025

Date approved by the charter school governing board:

Board will approve on June 17, 2025

**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)  
2025-2026 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.



**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

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Eileen M. Long  
Stephanie Meyer  
Dawn M. Peters

Superintendent  
Kevin K. Hendrick

## Comprehensive Evidenced-Based Reading Plan (CERP)

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's comprehensive evidenced-based reading plan for the 25-26 school year. The school understands it will be held accountable for following the guidelines and assurances withing the district's plan.

☒ It is the intent of \_\_\_\_\_ **SPCHSNP-7411** Charter School to NOT elect inclusion in the district comprehensive evidenced-based reading plan for the 25-26 school year. The school understands it will be held accountable create and implement their own plan. The plan must have governance approval and submitted to the district for review.

Charter School Administrator Signature:

Ryan Halstead

Date approved by the charter school governing board:

\_\_\_\_\_

Director, Charter Schools and Home Education Signature:

\_\_\_\_\_



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

It is the intention of St. Petersburg Collegiate High School - South 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 17, 2025

**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:

\_\_\_\_Bonnie Solinsky\_\_\_\_\_

Date: 4-18-2025

District Superintendent Signature:

\_\_\_\_\_