

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Mrs. Veronica Slain

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

Official School Name Espiritu Santo Catholic School

(As it should appear in the official records)

School Mailing Address 2405A Philippe Parkway

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

Safety Harbor FL 34695-2067  
City State Zip Code+4 (9 digits total)

County Florida (FL)

Telephone (727) 812-4650

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Web site/URL http://www.escschool.org/

E-mail vslain@escschool.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr Christopher Pastura E-mail clp@dosp.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of St Petersburg Tel. (727) 347-5539

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Kathleen Nestor  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

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

## PART I – ELIGIBILITY CERTIFICATION

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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 2019 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
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. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

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

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	38	33	71
K	15	20	35
1	19	18	37
2	18	22	40
3	13	22	35
4	10	27	37
5	26	20	46
6	22	21	43
7	17	27	44
8	28	26	54
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	206	236	442

\*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
  - 4 % Asian
  - 1 % Black or African American
  - 16 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 70 % 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 2017 – 2018 school year: 2%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2017	416
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 2%  
 Total number students who qualify: 2

8. Students receiving special education services: 2 %  
7 Total number of students served

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

- |                                  |  |
|----------------------------------|--|
| <u>2</u> Autism                  | <u>8</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>18</u> Other Health Impaired                |
| <u>1</u> Developmental Delay     | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>12</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	6
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	96%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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

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

Yes  No

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

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

Espiritu Santo Catholic School models the teaching of the Roman Catholic faith, provides an excellent, academic, Christ-centered education in a safe environment and inspires all to love and serve as Jesus did.

## PART III – SUMMARY

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Espiritu Santo Catholic School developed within the history of the Catholic faith which was first carried to Old Tampa Bay in 1539 by Hernando DeSoto. DeSoto landed on Pentecost Sunday and in honor of the feast day, named the springs he found “Espiritu Santo,” meaning Holy Spirit. Later, a Catholic priest and 30 soldiers moved to the area to build a chapel to minister to the Tocabaga, native Floridians. Although this first mission established at Espiritu Santo was unsuccessful, the seed of faith had been planted, and in time that seed blossomed and flourished.

In 1964, Espiritu Santo Catholic Church celebrated its first Mass and within 35 years had such an increased congregation, the Pastor saw the need for a Catholic school to serve the upper Pinellas and Northwest Tampa community. The school broke ground on October 15, 2000 and was dedicated on August 19, 2001 by the bishop of the Diocese of St. Petersburg.

The school opened with an enrollment of 301 students in grades Pre-K3 through sixth grade. Espiritu Santo Catholic School reached its initial milestone in 2003-2004 graduating its first eighth grade class. From that year on, each graduating class matriculates to many of the area parochial and public high schools with many students entering honors programs and continuing to find success in higher education and professional endeavors. Espiritu Santo Catholic School continues to thrive and today has an enrollment of 442 students, pulling from eleven cities within three counties, and a staff of 50 dedicated professionals.

To best serve the needs of the students, the school offers two classrooms for each of the Pre-K3 through eighth grades. A key strategy utilized is keeping the teacher-student ratio low within these classes to ensure an optimal learning environment, employing 10 instructional assistants. The school also employs a full-time counselor, a registered nurse, and two student support specialists. These professionals offer assistance to students, staff, and the community through education, individualized instruction, and life skills. In addition, the school offers a gifted program to serve the academically advanced students of the school. Many of the staff hold advanced degrees in their field (56 percent holding Master or Doctorate degrees) and all core-content area teachers are state certified, many certified in Religion as well.

To meet the needs of the rising generation, ESCS integrates technology throughout the school. Smart-boards are utilized in many classrooms, 100 personal computers along with 100 laptops are used by teachers, students and staff, along with 125 iPads to supplement the instruction, assessment, and enjoyment of the curriculum. A Bring Your Own Device (BYOD) program for all students in third to eighth grade has been integrated across curricula to enhance digital literacy and optimize learning. Teachers utilize online videos, textbooks, games and formative assessments to monitor, enhance, and apply curricular knowledge. In addition, communication is improved with each teacher having a class site to post grades, assignments, and announcements. Students use various applications on their devices to demonstrate their mastery of content by creating videos, presentations, reports, and their own on-line assessments.

The school also boasts a full service, closed network news show. Students are taught the skills needed for video production, editing, and presenting to provide a morning program for the entire school.

At the core of the school lies the mission which states: Espiritu Santo Catholic School models the teachings of the Roman Catholic faith, provides an excellent academic, Christ-centered education and inspires all to love and serve as Jesus did. These words provide the premise for decision-making, interactions among students and staff, and the traditions that have developed over the past 17 years. Weekly Masses, school-wide prayer services, Grandparents’ Day, International Peace Day, cross-aged prayer partners, moving up ceremonies, grade-level field trips, Ecumenical prayer services, and Catholic Schools Week all provide opportunities to live out the faith and share the mission. Numerous other community building activities hosted by the Home and School Association make Espiritu Santo not just an academic institution but a school family.

In the life of Espiritu Santo Catholic School, the mighty tree, which sprouted from a tiny seed of faith planted by missionaries in the 16th century, has produced much fruit and continues to grow. The

community, faculty and staff are dedicated to leading and guiding students to reach their full potential with the help of Espiritu Santo, the Holy Spirit.



## PART IV – CURRICULUM AND INSTRUCTION

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

The Reading/English Language Arts curriculum, aligned with Florida State Standards, stresses phonics, reading, writing, listening, speaking and language skills. At the primary level, a foundation in decoding and phonemic skills is highlighted, gradually building comprehension and critical thinking skills throughout the subsequent grade levels. As students progress in their reading skills, teachers scaffold the reading and comprehension of both fiction and nonfiction resources. Students are taught to seek specific evidence to support literary analysis. In elementary classrooms, students subscribe to Scholastic News for age-appropriate non-fiction texts to engage students with current topics. In addition, students study many fictitious stories and novels. Students apply their comprehension through an accelerated reader program, an annual character parade, writing contests within the community, participation in the Battle of the Books, and a poetry tea as examples.

The English Language Arts curriculum also stresses the full development of the writing process. Students secure the building blocks of grammar, then apply their knowledge through sentence structure variation, paragraph development, and essay writing. Students learn how to best express themselves through understanding their audience, providing evidence for their answers, and utilizing the brainstorming, creating, editing, and producing process. These skills add voice and craft to all forms of communication both in the classroom and beyond. Cross-curricular integration occurs often between Social Studies and ELA in the elementary classrooms, for example, students participate in an annual Famous Americans project, while Science and ELA have a cross-curricular approach in middle school for the Science fair unit. In addition to in-class assessments, presentations, and essays, student progress is monitored and addressed through Moby Max and IXL on-line programs.

#### **1b. Mathematics:**

The comprehensive math program starts at Pre-K3 with number recognition and simple arithmetic then progresses to complex operations in Algebra I Honors. The curriculum, aligned with state standards, emphasizes understanding mathematic principles, mastery of basic facts, problem solving, and application of mathematic concepts. Higher order thinking skills are emphasized throughout the entire math program. Young students learn through manipulatives which later become more abstract thinking activities. Besides in-class activities, assessments, and projects, students utilize Moby Max and IXL on-line resources to bolster skill sets and understanding of mathematic concepts. All students are challenged on their own level to make math connections to the real world. In order to provide the opportunity for every student to experience math competitions, the Academic Recognition Committee puts on a school-wide math bowl with a STEM component. In addition, ESCS high-achieving students participate in outside math competitions which encourages these students to further challenge themselves and become more enthusiastic about mathematics. ESCS students have placed highly in the Diocesan and the county's Mighty Mu Math Contests throughout the years. ESCS also hosted a diocesan-wide (ten schools) elementary Math Bowl last year and plans to extend to the middle school level in the upcoming year.

#### **1c. Science:**

The science curriculum, aligning with Florida State Standards and Next Generation Sunshine State Standards (for middle school), focuses on Earth Space Science, Life Science, and Physical Science with each subsequent grade level gaining a deeper understanding of the concepts and ideas within the three domains. Teachers' key strategies offer problem-based learning to teach scientific concepts and challenge the students to make life connections. The working school garden is continuously used by teachers of all grades to enhance students' scientific understandings. In addition, fifth grade students travel to the Kennedy Space Center for an overnight field trip to better understand the space concepts of the curriculum. Schematics for an outdoor classroom have been developed to further extend learning through authentic

application.

The middle school science curriculum is lab-based. Students participate in a variety of hands-on laboratory activities, allowing students to experience applied science. Students use cooperative learning and current technology to enhance and apply knowledge to real life situations. The scientific method is used to design an experiment and complete individual science fair projects in fifth, sixth, and seventh grade. Winners go on to compete at the county, diocesan, and state level. ESCS students earned top recognition at the state level in 2018.

#### **1d. Social studies/history/civic learning and engagement**

The social studies curriculum blends academic study with hands-on experience, to create a meaningful understanding of society. Instruction is guided by the Florida State Standards along with the National Council for Social Studies themes. History, geography, economics, government and civics studies are blended together with an exploration of culture, authority, institutions, technology, and global environmental interactions. The focus is on individual development and identity with the key strategy of connecting students' firsthand social interactions to the people and events studied. Field trips, group work, and simulations of real-world situations bring the curriculum to life. For example, fourth grade students travel to St. Augustine for a two-day exploration of Florida's historical sites. Then in fifth grade, students visit Enterprise Village, an economics and citizenship simulation program where classroom lessons on personal finance, business operations and citizenship are put into action as the students spend the day applying, working and receiving payment for their employment. Students vote and operate the village government.

Further application of the social studies curriculum takes place in eighth grade as students travel to Finance Park. Here, students create realistic budgets, covering transportation, investment, banking, housing, entertainment, healthcare, utilities, food, clothing and education. Trained volunteers and over 30 local business partners make Finance Park an authentic experience to help students become educated consumers and financially responsible adults.

All students are invited to compete in a school-wide Geography Bee with the winners progressing to state and national competitions. In 2018, an ESCS student qualified in the state competition and participated in the National Geographic GeoBee.

#### **1e. For secondary schools:**

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

ESCS offers early childhood education for three and four-year-old children. As an approved Florida Voluntary Pre-Kindergarten provider, the standards and the curriculum requirements are met and aligned with those used in primary school. Through thematic units, the students develop a desire to learn in the core curriculum areas of faith development, emergent literacy, mathematics, scientific inquiry, and social studies. The curriculum is implemented through play experiences and instruction designed to develop the social, physical, creative, communication, and problem-solving skills needed for school readiness. Pre-school teachers team with kindergarten teachers to maximize students' successful transition. VPK assessment data evidence the strength of the ESCS program.

#### **2. Other Curriculum Areas:**

All students enjoy music classes once a week throughout the year. Along with music theory, the course is "hands on" with a wide variety of instruments available for all ages to play. Students listen and study many genres of music from around the globe, to enhance the understanding and appreciation of the music they hear, play, and sing. Beyond school performances, students are invited to share their singing talents through performances at assisted living facilities, city festivities, and honorary tributes.

In addition, all students participate in weekly art classes which introduce them to the elements and principles of art, art history, the masters, and art appreciation. The youngest students begin with the basics of color, lines, and shapes in a hands-on way. Older students develop confidence in their creative process and experiment with different styles and mediums. The oldest students are given even more artistic choice and apply their talents on long term projects. All students contribute to an annual art exhibit, with many participating and earning recognition in state and international competitions.

Students attend physical education classes two times per week. The curriculum includes a wide variety of activities and games to encourage lifelong fitness with a strong emphasis of Christian sportsmanlike conduct. In fifth through eighth grade, students have same-sex instruction to encourage more play-time and enhance self-confidence. Students of all skill levels and abilities are taught basic skills of a variety of sports and on-going fitness activities. Through sportsmanship, fair play, and teamwork, students receive a multitude of chances to put their faith into action in the gym and on the field.

The health curriculum focuses on the wellness and education of the whole child: body, mind, and soul. In younger grades, health concepts are integrated into the science curriculum, whereas in fifth through eighth grade, students have a weekly same-sex class and teacher. Fitness concepts, nutritional guidelines, mental health and healthy relationships are the components of the class.

The Spanish curriculum prepares students to respond to Christ's call to be missionary disciples. Through learning the language of others, students can become interconnected to a global society and equipped both linguistically and culturally to communicate in a pluralistic American society and with people from other countries. Students also gain respect for ideas, practices, and values of people from other cultures. The goal is to offer every student an avenue of learning that affords the mastery of language skills through listening, speaking, reading, writing, and the study of culture. Students in Pre-K3 through third grade attend class twice a week while fourth through eighth grade students attend three times a week.

The library media program is an integral component of ESCS's curricula. Students in preschool through fifth grade have weekly classes where they focus on library skills and an appreciation for literature. Middle school students visit the library weekly for book exchange. All students are given the opportunity to read the Sunshine State Young Readers Award Nominees and then, if they choose, may participate in the Battle of the Books program. Students also take part in Accelerated Reader quizzes to earn recognition and awards for top readers.

Students in PreK-4 through eighth grade have weekly technology classes which follow the National ISTI Standards. Younger students start with basic operation skills, keyboarding, and online safety. Older students learn communication and collaboration tools, spreadsheets, multimedia presentations, internet research and coding. Cross-curricular objectives are met as students demonstrate knowledge from various domains by using a multitude of applications.

5. Through daily religion classes, all students study the Bible, history of the church, liturgy, and sacraments. Students in kindergarten through eighth grade practice their faith through weekly Mass attendance where older students embrace leadership opportunities to serve as lectors, hospitality ministers, cantors, sacristans, and altar servers. In addition, school-wide prayers services are led monthly by kindergarten through second grade students. Middle school students attend annual faith-based retreats to develop students' personal faith journeys. Then, to emphasize the importance of outreach and service to others, all students participate in various projects to serve the local community throughout the year. In addition, seventh grade students prepare and serve meals twice a year at Pinellas Hope, a local homeless shelter, while eighth grade students participate in Best Buddies International, building relationships with students with special needs. The students at ESCS have many opportunities to learn, practice, and share their faith with each other and with the greater community.

### **3. Special Populations:**

Student growth is nurtured through a variety of strategies dependent upon content area, learning styles and student needs. Teachers use formative and summative assessments to decipher students' knowledge and

NBRS 2019

skills and then provide additional instruction, or enrichment through differentiation to deepen learning. Students can retake summative tests to attain and demonstrate mastery of any given subject when they meet the school defined guidelines. Many technology programs are utilized in heterogeneous classrooms to provide varied levels of practice for students at their individual learning needs.

Teachers who identify students who are performing below grade level communicate with the Student Support Team to begin the process of strategies and interventions for working with students who may have learning or behavioral challenges. The Student Support Team (SST) is composed of the school counselor, director of student support, two resource teachers, teacher of the Academically Gifted Program (AGP), and the school nurse. The Student Support Team collaborates with the classroom teachers to meet the needs of the whole child.

The SST analyzes achievement data to develop concrete intervention strategies for these students. Classroom strategies include differentiated instruction from the teacher, alternate assessments, and behavior charts. For some students, support staff pushes into the regular classroom, while others are pulled out for small group or individual instruction. The Student Support Team provides tools and strategies to enhance organizational skills, study skills, social skills, reading strategies, and executive functioning skills. The Student Support Team also consults with Pinellas County Private School Services regarding Exceptional Student Services (ESE). ESE services include evaluation for private school students and the development of a Student Service Plan.

When teachers, parents, counselors or administrators note students of high achievement, the Academically Gifted Program (AGP) teacher is notified and the process of meeting these students' needs begins. Students must score at or above the 90th percentile on a screening and/or most recent standardized test and score 130 or higher on an IQ assessment. The Academically Gifted Program promotes critical thinking and reasoning abilities, helps students to develop and expand cognitive skills, utilizes differentiated strategies for learning, builds and extends cognitive language skills, and facilitates opportunities for learning. Students in the AGP are grouped by grade levels to engage in Science and Social Studies units of study which integrate Reading, Language Arts, and Math. Students develop and practice critical thinking and logical problem-solving skills through research, experimentation, use of technology, and STEM (Science Technology Engineering Math) projects. Each semester concludes with a culminating project with the goal of developing advanced communication skills through presentations, speeches, and the integration of technology.

Espiritu Santo Catholic School believes that students can only perform to their best ability if needs of the whole child is addressed. ESCS has a comprehensive school counseling program designed to address the individual needs of students in every grade. Individual and whole group counseling techniques are used in conjunction with conferences with parents, faculty, and appropriate agencies to promote optimal conditions for personal growth of the individual students. Parents and students are encouraged to contact the school counselor when educational, personal, or social difficulties arise at home or at school and are interfering with the student's ability to work to his/her potential. The school counselor serves as a student advocate and consults with parents, teachers, and outside agencies to benefit the needs of each student.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Espiritu Santo Catholic School believes students can reach their full potential when they are challenged, supported, and surrounded by a Christ-centered, safe environment. This environment is established through the interactions of students, staff and parents, the sense of family within the school, and the goal of sharing Christ's love.

In middle school, homerooms are designed within a House System, each named after a saint and emphasizing a virtue, integrating sixth, seventh, and eighth grade students. This multi-age arrangement nurtures caring relationships and encourages a sense of family through faith, knowledge, and service. Eighth-grade students serve as house leaders to conduct meetings, organize service projects, and encourage kindness. Each house also adopts an elementary class to foster through a Prayer Partner program. Prayer partners pray together at Mass and meet throughout the year to engage in activities. This connection builds rapport and community across grade levels.

The school emphasizes the overarching idea that kindness matters. Students, teachers, and staff alike are encouraged to perform kind deeds throughout the day. Teachers and staff award house points to middle school students and kindness awards to elementary students who are caught doing good deeds. In addition, the school counselor meets with classes to provide tools needed for forming positive friendships and relationships. In 2018, the school became a Kindness Certified School by completing the world-wide Great Kindness Challenge.

Many extra-curricular activities abound at ESCS. Students have opportunities to participate in varied academic, artistic, service, and athletic activities after school. In academic areas, students may choose: Chess, Odyssey of the Mind (State placing teams 2017, 2018), Robotics, STEM, Math Bowl, Spelling Bee (members qualified and attended the National Scripps Spelling Bee (2017, 2018), and Geography Bee groups. Students may also choose to participate in the arts through chorus, guitar and piano lessons, band, drama, or video production. Student Council and National Junior Honor Society provide opportunities for leadership and service in the community. In addition, ESCS offers both competitive and intramural athletic activities including volleyball, baseball, soccer, basketball, track, golf, softball, flag football, and cheer leading.

Teachers are truly supported and encouraged by the church and school administration. Within the school, teachers are given leadership roles as mentors, team leaders, and organizers. Teachers collaborate with grade-level teams to discuss and develop the best practices. Cross-level teams meet to plan and implement school-wide improvement initiatives. Creating such teams acknowledges teachers' voices and values their expertise.

In addition, the teachers feel the support and appreciation from the administration, students and the Home and School Association. Throughout the year, activities, meals, and tokens of appreciation are provided to the teachers by the parents and students. These acts of kindness foster a positive and caring environment for students, parents, and staff.

### **2. Engaging Families and Community:**

Having an enthusiastic, involved school community is vital to the success of the students at Espiritu Santo Catholic School. Through communication, events, associations, and service projects, the school partners with the community in many ways.

The school website, weekly e-newsletter, and classroom software program keep everyone aware of the school's happenings. Parents and students have real-time access to grades, homework, classroom and school-wide activities. Communication is key to successful community involvement at Espiritu Santo Catholic School.

In addition, ESCS has a very active Home and School Association (HSA) to provide an additional link between the community and the school. The HSA offers several programs which enhance the experience of students and their families; for example, a new-family mentor program, an Academic Recognition Committee, and Loving Hands which provides meals and support to families suffering loss or celebrating a new baby. The HSA, run solely by volunteers, plans numerous events throughout the year, including major fundraising events, to further enhance the students' learning experience.

Within the school, ESCS hosts many events that promote community involvement as well. Diocesan-wide professional development trainings, academic competitions, alumni activities, sporting events, religious education, retreats, and performing arts programs bring many volunteers and visitors into the school to share in the established community.

The Espiritu Santo Catholic School community is strengthened through service projects led by the Student Council, National Jr. Honor Society, Athletic Department, grade-level classes and individual students who feel inspired to lead. Pinellas Hope (a homeless shelter), the American Heart Association, St. Vincent DePaul Society, Side-Out foundation (seeking a cure to Breast Cancer), Humane Society, and St. Jude's are among the many organizations that have been served by the students, staff, and parents. Engaging in local and national service projects puts faith into action and strengthens the bonds between community and school members, demonstrating the importance of sharing time and talents with others.

Several organizations in the community are committed to the students' success at school and model their dedication to the faith. The Knights of Columbus, The Men of Espiritu Santo, and The Women of Espiritu Santo offer financial assistance to school families in need. They also offer books, supplies, competitions, and their presence in religious and social gatherings. In addition, Boys and Girls Scout troops invite school students and those in the community to participate in character-building opportunities. The relationships built between members in the community and those at school assist in the development of the whole child.

The school involves community and family members in many ways. The ESCS community recognizes the importance of this partnership as the staff works with the parents to educate students in mind, body, and spirit.

### **3. Professional Development:**

Education is a continuous and ever-changing discipline. Each year, the school calendar includes at least seven professional development days for all staff members, and two religious in-service days. The agendas for these meetings are determined by the Archdiocesan Office of Catholic Schools, Espiritu Santo Catholic School's curricular goals, Long Range Strategic Plans, a review of assessment data, safety and security planning, and the Continuous Improvement Process for Accreditation (CIPA). Based on the information gained, the staff then works together in teams to improve practices, goals, and implementation. Teams also analyze data collected from surveys of the community to address the goals of CIPA, to plan, create, and implement improvements. Teachers participate in book studies that focus on long-term goals and current education trends.

Currently, the professional development plan for ESCS is centered on the link between social-emotional well-being and academic success. Building positive relationships between students and faculty is the foundation for a safe, strong, and joyful community where kindness and compassion are the guiding principles. Using the core beliefs of the Responsive Classroom (RC) approach; cooperation, assertiveness, responsibility, empathy, and self-control along with an academic mindset and perseverance, the faculty is given the tools to create a positive community with engaging academics, effective management, and developmentally responsive teaching.

Training the entire faculty in the RC approach is the top priority for the next two years. Fifteen members will be trained by the end of the 2018-2019 school year, and the rest of the current staff along with new staff will complete the training by the end of the 2019-2020 school year.

In addition, teachers are encouraged to attend local, state, and national conferences to develop knowledge and skills needed to keep up-to-date with current education trends in their subject areas. Annually, members of the staff attend The Future of Education Technology Conference, Florida Art Education Conference, Society of Health and Physical Educators Conference, Florida Counselor Association Annual Convention, Florida Catholic Conference, and National Catholic Educators Association Conference. The early childhood staff attends the Conference for Florida Kindergarten Teachers, and the Early Childhood Coalition.

Espiritu Santo Catholic School teachers meet their personal development plans by taking advantage of opportunities available through Step Up for Students, and the North East Florida Educational Consortium which offers online courses and webinars on topics such as Enrichment, Differentiation, Critical Thinking, Inclusion, and Integration of Technology. The diocese also offers professional development throughout the year and in the summer for the teachers. At Espiritu Santo Catholic School, teachers are encouraged to use professional development opportunities to become lifelong learners who are ready to support their students and face any challenges they might encounter in their classroom.

#### **4. School Leadership:**

The current principal assumed leadership responsibilities on July 1, 2018 after the retirement of the former principal who held the position for eleven years, bringing a fresh perspective to ESCS. The assistant principal position will be filled by the spring of 2019 to complete the administrative team which includes a registrar, advancement director, school counselor, and director of student support.

Collaboration is the cornerstone of the principal's leadership philosophy. With student achievement and the continued growth of Espiritu Santo Catholic School in mind, her focus is on relationship-building between teachers, administration, students, families and school stakeholders. The teachers' roles are to maintain excellence in academia, to create positive relationships with students and families, and to make thoughtful improvements in instruction to meet the needs of all learners. The principal is the lead collaborator and empowers the teachers to fulfill their role by providing opportunities for communication and leadership. Through grade-level faculty meetings, bi-monthly Leadership Team meetings, and weekly administrative staff meetings, opportunities abound for collaboration, generation and institution of new initiatives, and support among teachers and staff. Teachers are provided techniques and resource materials to enhance positive classroom environments and relationships. All teachers will be certified in the Responsive Classroom methodology by the 2019-2020 school year. In addition, teachers are encouraged to participate in on-going professional development focused on differentiated instruction to provide immediate usable and meaningful resources for meeting the needs of diverse learners.

The collaboration continues with the administrative team. The advancement director works to promote the school and increase enrollment, so the school can continue to thrive. The school counselor assists students and their families in socio-emotional concerns and the director of student support ensures that students' academic needs are addressed. This collaboration creates an environment aimed at meeting the needs of the whole student and provide the optimal opportunity for success.

Finally, the concern for school safety is a top priority for all ESCS stakeholders. With input from the pastor, the Diocesan administrators, parents and staff, the principal initiated a review of current safety policies and resources. Through collaboration and the financial support of the Home and School Association, a complete upgrade of the internal communications and security systems took place in December 2018. Only within a safe and secure environment can students and staff focus on the positive trajectory of academic excellence.

Each of these initiatives contributes to the long-standing excellence in instruction, student success, and sense of family that is Espiritu Santo Catholic School. Giving teachers the tools to carry out the daily tasks of educating and nurturing students in a Christ-centered learning environment is and remains the goal of the administration.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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Espiritu Santo Catholic School believes the one key practice contributing to the success of the school is the infusion of Catholic tenets that permeates everything occurring within the school. By creating an environment that emphasizes the components of Christian values, students and staff feel valued, worthy, loved, talented, and appreciated. This overarching sentiment becomes the foundation for individuals to strive to reach their full potential in academic, social, physical, and spiritual aspects of their lives. Students with a strong Catholic identity note the injustices in the world and feel confident in their convictions to take action for change. One example of this ideology coming into fruition was when a former ESCS student noted the need to raise funds and awareness for cancer research. She established The Cross Out Cancer Run which has grown over the years and to date has raised more than a quarter of a million dollars for cancer research.

Espiritu Santo Catholic School, whose roots began with the explorer DeSoto, sends its own students into the world empowered with kindness and compassion, the will to make a difference, and the Holy Spirit.



## PART VII – NON-PUBLIC SCHOOL INFORMATION

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1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No

3. What is the educational cost per student?      \$9003  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$4013

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      7%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      15%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessments

**Grade:** 3

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing

**Scores are reported here  
as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	69
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Iowa Assessments  
**Publisher:** Riverside Publishing

**Grade:** 4  
**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	73
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Iowa Assessments  
**Publisher:** Riverside Publishing

**Grade:** 5  
**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	84
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Iowa Assessments  
**Publisher:** Riverside Publishing

**Grade:** 6  
**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	74
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessments

**Grade:** 7

**Edition/Publication Year:** N/A

**Publisher:** Riverside Publishing

**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	70
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Iowa Assessments  
**Publisher:** Riverside Publishing

**Grade:** 8  
**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	71
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Iowa Assessments  
**Publisher:** Riverside Publishing

**Grade:** 3  
**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	71
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**



**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** N/A

**Test:** Iowa Assessments  
**Publisher:** Riverside Publishing

**Grade:** 4  
**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	77
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** N/A

**Test:** Iowa Assessments  
**Publisher:** Riverside Publishing

**Grade:** 5  
**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** N/A

**Test:** Iowa Assessments  
**Publisher:** Riverside Publishing

**Grade:** 6  
**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	80
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Iowa Assessments  
**Publisher:** Riverside Publishing

**Grade:** 7  
**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Iowa Assessments  
**Publisher:** Riverside Publishing

**Grade:** 8  
**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	82
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**