

***U.S. Department of Education***  
***2020 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 Mr. Nicholas P Tanis  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Christ the King Catholic School  
(As it should appear in the official records)

School Mailing Address 3809 W Morrison Avenue  
(If address is P.O. Box, also include street address.)

City Tampa State FL Zip Code+4 (9 digits total) 33629-4496

County Hillsborough

Telephone (813) 876-8770 Fax (813) 879-0315

Web site/URL https://www.cks-school.org/ E-mail ntanis@cks-school.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. Chris Pastura E-mail clp@dosp.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of St. Petersburg Tel. (727) 344-1611

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 Dr. Carmen Peden  
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

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

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

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

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	19	25	44
K	24	26	50
1	24	30	54
2	26	23	49
3	20	29	49
4	26	24	50
5	23	30	53
6	36	17	53
7	31	27	58
8	39	24	63
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	268	255	523

\*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
  - 1 % Asian
  - 0 % Black or African American
  - 27 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 70 % White
  - 2 % 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 2018 - 2019 school year: 1%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2018	529
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

There are no non-English language learners represented in the school.

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

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 68

8. Students receiving special education services: 7 %

35 Total number of students served

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

- |                                  |  |
|----------------------------------|--|
| <u>0</u> Autism                  | <u>13</u> Multiple Disabilities                |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>12</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>8</u> Specific Learning Disability          |
| <u>2</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	96%	96%
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 2019.

<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. 2011

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

The Chris the King Catholic School mission is to help each child grow in the love of Christ, joy of knowledge, and spirit of service.

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

## **PART III - SUMMARY**

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Christ the King Catholic School (CKS), located in Tampa, Florida, has built a reputation as an academic leader grounded in a rich tradition of character formation and Catholic faith since 1949. Serving generations of families, CKS reflects the parish and community it serves and graduates students who reflect leadership, academic success, and community service in high school, college, and beyond. The school's 523 students represent 225 families, primarily parish families, who seek an excellent Catholic education. Non-Catholic families choose CKS for the nurturing environment and rigorous academic program. The school has enjoyed full capacity for almost a decade.

The mission, to help every student to grow in the love of Christ, the joy of knowledge, and the spirit of service, drives all decisions. It is lived out daily in and out of the classroom as we endeavor to develop the whole child. Through spirituality and academics, CKS has developed a strong school community that includes teachers, students, and parents dedicated to that mission.

CKS has experienced considerable growth as the surrounding community's population has increased. With the community's ongoing support and input, several capital improvements resulted in a modern, efficient facility. The school realized the dream of a new classroom building in 2013. Three years later, the existing early childhood building was renovated to include two upgraded 4-year-old classrooms, a music room, and the addition of elementary and middle school STEM labs.

The facility has been thoughtfully built to nurture and encourage a strong sense of community. One of these foundations is the long standing CKS tradition of morning assembly, when our entire school gathers in the open-air pavilion daily to pray, share upcoming activities, celebrate student achievements, and learn about our faith in a message from school administrators. This tradition helps foster an ongoing sense of community within students and staff.

CKS further fosters community by cultivating a strong spirit of service at individual class levels and through schoolwide initiatives. Over 18 unique organizations benefit from the hundreds of hours of service students perform annually. First graders collect gently used books to donate to a nearby migrant community school, 2nd graders collect unused school supplies to provide to local schools in need, and our Student Council led an effort to gather hurricane relief items when weather-related disasters hit close to home. CKS partners with the organization Feeding Children Everywhere to package over 50,000 meals for local food banks and organizations in Haiti. Service inspires an empathy for others and exposes our students to diversity in our community and in the world.

Our mission statement's focus on the joy of knowledge comes to life in our classrooms and throughout our school resulting in graduates who are life-long learners, prepared to face the challenges of high school and beyond. Ongoing articulation between CKS administration and local high schools helps ensure that our students are academically, socially, and emotionally equipped to handle the rigor of the leading high school programs. The school's TerraNova standardized test scores consistently outpace the schools both in the Diocese of Saint Petersburg and those in the province of Florida.

The successful CKS academic program reflects the faculty's commitment to continuous improvement and emphasis on collaboration, collegiality, and community. The faculty utilizes a variety of data sources to drive instruction through responsive teaching. Teachers meet weekly in professional learning communities (PLCs) to articulate across both grade levels and disciplines to ensure successful EC4-8 learning progressions as well as best practices in all content areas. High level content area trainings also take place through PLCs as new programs and curricular resources are implemented across subjects.

Several other curricular opportunities further inspire life-long learning for CKS students. All students have two co-curricular classes each day, including Spanish, art, music, physical education, and STEM. Co-curricular teachers collaborate with general education teachers to connect topics across the curriculum and provide opportunities for students to solve real-world problems. For example, as students learn about speed and velocity in science, they construct roller coasters with specific materials in STEM and log results of

marble-runs through their designs. Two school counselors also provide guidance and understanding of social-emotional development critical to our students' success through monthly classroom lessons.

The ultimate recognition of the school's dedication to the CKS mission was receipt of the National Blue Ribbon School award in 2011. CKS continues to consistently evaluate its programs and seek ways to improve. Since receiving the award in 2011, CKS has restructured its leadership team to include several tiers that provide emerging leadership opportunities for teachers and foster collective efficacy. Instructional coaches in literacy and math were established with clear goals to support teachers and bring best practices to our instructional model. As a nationally recognized symbol of excellence in education, the National Blue Ribbon School award offers prospective parents an understanding about the strength and success of our program, allowing the school to leverage that in marketing and promotional materials. It is also validation for our current school community about the level of excellence provided by Christ the King Catholic School.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Christ the King Catholic School's academic philosophy is based on curricular and instructional methods that ensure student growth. Core curricular areas include language arts, math, science, social studies, and religion. Students also receive instruction in the co-curricular areas of STEM, Spanish, physical education, technology, and visual and performing arts. CKS follows both Diocesan and Florida Department of Education standards.

Teachers create Unit Plans from these standards based on Wiggins and McTighe's Understanding by Design (UbD) framework. In this model, teachers first select the standards, essential questions, content, and skills students should know by the end of the unit. Then, assessments aligned to these areas are created for students to demonstrate mastery. Finally, learning activities are selected to prepare students for these assessments.

Formative assessments such as running records, work logs, individual/small group conferring, and comprehension checks are used to make instructional decisions. Performance-based summative assessments and rubrics also measure student understanding of the standards/skills of a unit. Students have multiple opportunities to demonstrate their learning on summative assessments as teachers re-teach and re-assess based on student performance.

In addition to unit-based assessments, CKS administers the TerraNova annually to measure student growth and development. Renaissance Learning's STAR Math and Reading are administered three times per year to determine mastery of grade-level standards. Using multiple assessments allows teachers to be responsive to the needs of their students. For example, teachers can use this information to plan for instructional groups during a unit's learning activities.

Learning activities based on essential questions and learning goals include lecture and note-taking, class discussion, group work, and independent practice. Technology and differentiation of content, process, and product is intentionally integrated into learning activities. These curricular and instructional methods allow teachers to challenge students to deeper thinking and academic growth through real-world application.

#### **1b. Reading/English language arts**

The Reading/English Language Arts program aligns with Florida State Standards for reading for literature and informational text, writing, speaking and listening, and language. CKS champions a balanced literacy model beginning in Early Childhood (EC4) where Starfall is used as a resource to support instruction. The program advances phonemic awareness, phonics and sight words along with "draw and write" as a precursor to the workshop model that begins in kindergarten. Phonics instruction continues in kindergarten through 2nd grade using Lucy Calkins' Units of Study in Phonics.

Explicit reading instruction is provided in kindergarten through 5th grade using a workshop model based on Calkins' Units of Study in Reading. This model emphasizes the development of an independent reading life, supported by extensive classroom libraries in grades K-5. These curated titles provide students with immediate access to a variety of rich texts at multiple levels. Emphasis on reading volume and stamina is cultivated as students learn to view texts through many lenses using different strategies. In middle school, the Collections series by Houghton Mifflin Harcourt (HMH) provides engaged learning opportunities with a blended digital and print approach. A balance of complex texts with collections of fiction, nonfiction, and informational text provides deeper learning through enhanced collaboration with interactive digital tools.

In all grades, reading and writing instruction is marked by short periods of direct instruction related to the essential questions and learning goals of the unit, followed by student practice, small group instruction, and

individual monitoring of student progress. Reading instruction is constantly connected to writing, as students learn to write about what they are reading. This allows for real-world application of the skills taught in reading.

CKS K-8th grade writing instruction reflects a full school learning progression integrated through Calkins' Units of Study in Writing. Similar to reading instruction, this model encourages student growth as strategic, metacognitive writers who use processes to achieve purpose as independent writers. All work is double-scored by the teachers and instructional coaches to determine below, on-level, and above level writing examples at each grade level. Teachers then score all essays and disaggregate data using the common rubric. This allows teachers to review specific classroom, grade level, and individual student needs to determine any required shifts in the instructional process. Ultimately, students learn to use writing as a tool for learning in other areas. In 1st through 8th grades, all CKS students also use Sadlier's Vocabulary Workshop to enhance vocabulary skills within context of reading and writing.

The Reading/English Language Arts program also emphasizes celebration of student success at the end of a unit. In classroom celebrations, students share their written pieces, which could be investigative journalism articles, literary analysis essays, personal narratives, or nonfiction books. During celebrations, students and teachers read these written pieces and leave notes on parts they liked best. This provides encouragement for the student authors and reinforces the concept of reading as a life-long skill.

### **1c. Mathematics**

The Mathematics program is designed to build a foundation in math, introduce and develop strategies for problem-solving, and provide real-world application. Concepts covered through the elementary program include Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Measurement and Data, and Geometry. At the middle school level, skills include Ratios and Proportions, the Number System, Expressions and Equations, Geometry, and Statistics and Probability. The goal of the math program is to lead students to proficiency in use and understanding of academic vocabulary, the ability to think strategically, and to use complex reasoning to solve problems.

Beginning with the EC4 program, students use interactive math notebooks to learn basic foundational math skills. Direct instruction emphasizes the development of mathematical concepts and skill foundation supplemented by resource materials and standards-aligned assessments. Kindergarten through 7th grade uses the HMH Go Math series as a curriculum resource.

Differentiation is reflected through pace and depth of instruction. Students receive challenge and acceleration in lessons and enrichment activities or, alternatively, obtain needed reinforcement through re-teaching and re-assessment. CKS employs a math support teacher who collaborates with core teachers to provide project-based assessments and interactive enrichment/re-teaching options for students in EC4-7th grade. For example, in 2nd grade, students who quickly grasp and show mastery of concepts learned in two-digit addition participate in an Escape Room activity with the math support teacher based on these concepts. As other students progress in concepts and show mastery, they are also able to participate in this project.

CKS offers additional opportunities for rigor in the middle school program for high achieving students who have demonstrated maturity in mathematical reasoning and the ability and aptitude to benefit from and be comfortable with deeper and challenging assignments. After a semester in the advanced 6th grade program, a selection process using standardized test results, classroom performance, teacher observation, and a placement test, offers qualifying students the opportunity to take high school Algebra 1 Honors in 7th grade.

In 7th grade, students are placed in either pre-algebra or high school Algebra I Honors, and in 8th grade all students are enrolled in either high school level Algebra I Honors or Geometry Honors. The McGraw-Hill algebra and geometry series are used for this upper level mathematics. These classes are taught at a high school level and pace. Students that need support are given opportunities to meet with teacher before/after school or at lunch for re-teaching. Upon graduation, all CKS students will have earned at least one high school mathematics credit and have the opportunity to take Geometry Honors or Algebra II Honors at the 9th grade level.

Mathematical application is further emphasized through the CKS STEM program, where students apply concepts learned in math class to hands-on activities to increase understanding. Student success is also motivated by the opportunity to compete in a variety of regional math competitions.

#### **1d. Science**

The Science program immerses CKS students in an inquiry-based curriculum, which encompasses scientific concepts and aligns with the state of Florida and Next Generation Sunshine State Standards in Life, Earth and Space, and Physical Science. Students realize a deeper understanding of concepts by the spiraling of big ideas in each domain through academic vocabulary, advanced instruction of the scientific method and generous lab experience. This allows teachers to briefly review concepts taught the previous year and build upon them, making deeper connections the following year. For example, students learn about weather systems in 5th grade. In 6th grade, they learn that weather systems are types of energy and demonstrate how systems of weather interact with the earth, impacting civilization. In 7th grade, this knowledge is extended into the study of ecology, and how plants, animals, and their environments are interdependent.

Extensive hands-on lab opportunities engage students in scientific discovery and provide opportunities for cross-curricular connections. Students are challenged to extend their reasoning and apply what they have learned in individual and group projects. For example, in 6th grade, after reading a novel for language arts about a teen living in Africa with limited access to water, and studying water in science class, students create a water filtration system using the information they have gained.

The emphasis on scientific inquiry, hands-on application, and spiraling curriculum allows students to grow as scientific thinkers. Additionally, all CKS 8th grade students receive Physical Science Honors for high school credit.

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

The Social Studies program integrates hands-on experiences and project-based learning to create an understanding of history and the way it influences today's world. The curriculum progresses from writing and reading units in EC4-2nd grade to 3rd through 5th grade instruction emphasizing historical storytelling and literacy using the Pearson My World resource. Students apply inquiry processes, practice reading and writing, and collaborate to demonstrate their understanding of the essential questions and learning goals for each unit.

In 3rd grade, students study communities and economy. Our 4th grade students enjoy an in-depth study of Florida, including a historical research project and a week-long educational field trip that explores local history and traditions. During this activity, which ties to the science curriculum, students take notes and complete a journal of their unique experiences as a culminating assessment. In 5th grade, students begin the study of United States history. Curriculum connections are made in language arts through historical fiction and the study of the American Revolution. In an example of real-world application, students demonstrate their learning through a Skype reenactment of the Boston Tea Party.

In 6th through 8th grade, students explore world history, civics and government, and American history using the HMH social studies series. Essential questions and learning goals are infused with student practice through projects and digital presentations. In addition, students are exposed to a variety of informational text and are challenged to look at multiple perspectives to draw conclusions and complete research as historians. Students are also taught to recognize the elements of news through exposure to curated articles using the digital curriculum resource Newsela, which provides access to historic news, biographies, essays, pro-con positions and geography profiles. A schoolwide Geography Bee highlights students' expertise and knowledge, giving them an opportunity to compete at the regional, state, and national level.

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

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

The CKS Early Childhood (EC4) program is fully integrated in to and part of the overall core curriculum and co-curricular areas. Course standards are aligned to Early Childhood standards developed by the Diocese of St. Petersburg, with the goal of preparing students for kindergarten. The Early Childhood program marks the beginning of a 10-year educational journey for students and is an integral part of the CKS instructional learning progression.

A dynamic play-based program gives EC4 students time to explore, discover and learn as well as develop social skills, oral language and imagination. Each thematic unit incorporates play to teach sharing and empathy, and focuses on gross and fine motor skills, hand-eye coordination and problem-solving. The integration of written expression and math prepares these students for kindergarten. Teachers use a combination of observation and curriculum benchmark assessments to determine students' readiness for kindergarten. Prior to the start of kindergarten, teachers administer a site-created assessment to determine readiness in phonemic awareness, print concepts, and number recognition and offer additional support for identified students over the summer.

Recognizing that phonemic awareness is a building block of literacy and impacts decoding, running records are administered within the first weeks of kindergarten and continued through the year. Based on this data, changes can be made to better align the EC4 curriculum with that of kindergarten and first grade. For example, recognition of capital and lower-case letters, writing, and introduction of math facts were all added to the EC4 program within the past three years based on data that showed a need for explicit instruction in those areas prior to entering kindergarten.

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

Co-curricular programs create cross curricular connections to enhance the general education program. In these classes, students apply essential questions and learning outcomes to real-world situations.

In EC4 through 5th grade, students attend performance and visual arts classes twice each week. The performing arts program introduces students to the foundations of music and movement. Starting in EC4, students are introduced to the concepts of keeping a beat and progress to exploring how beats are used to make and keep rhythm by the time they are in 5th grade. Classroom performances and two musicals are highlights of the program. Many students participate in a weekly school choir and perform in the community.

The visual arts program focuses on multiple art forms utilizing various mediums including ceramics. A K-8th grade tradition includes the creation of a nativity set, where students creates a different piece each year. Student artwork is displayed regularly in the school building, as well as in the community. Students also participate in a schoolwide art projects that align with the school theme. This year, students worked on individual pieces that were put together to form one overall image to emphasize the school theme, "We are Lions—We are One Team."

Technology classes in EC4 through 5th grade expose students to basic keyboarding skills using a typing program that bolsters proficiency and integrates several digital projects. For example, "computer buddies" in EC4 are paired with 5th graders to create student-produced booklets that allow EC4 students to build computer skills and 5th graders to offer guidance. Instruction in all Microsoft Office products such as Word, Excel, PowerPoint and Publisher, as well as several presentation tools, connects to topics in the general education classroom. The upper elementary students are also taught internet literacy as they work to understand the appropriate use of technology in education.

In 6th through 8th grade, students participate in performing arts, visual arts and technology on a 12-week wheel. This allows students an in-depth study in these co-curricular areas. For example, students take their understanding of rhythm from elementary music to produce mood while making their own music on bucket drums.

All students receive physical education three times per week. This program supports the concept of healthy living and physical activity as a lifetime pursuit. Activities promote and introduce the skills necessary for the enjoyment of games and exercises that lead to physical and mental fitness. Team sports are also played to emphasize the role of teamwork and cooperation.

Spanish is offered as a foreign language to all students. The elementary program, which students attend twice per week, concentrates on cultural awareness and vocabulary. Beginning in 6th grade, students meet three times a week as the program begins to introduce more formal grammar and conversation and progresses into an emphasis on fluency in conversation and writing in 7th and 8th grade. Eighth grade students receive high school Spanish I instruction and many earn a high school credit.

STEM is offered to all students twice per week through two labs that emphasize critical thinking, hands-on projects, cross-curricular connections and group problem solving. In EC4 through 4th grade, exploration, discovery, and innovation are highlighted as students explore the basics of coding, the physics of floatation and the engineering behind robotics. In 5th through 8th grade, students experience increased depth in each area as they plan and print objects using a 3D printer, create and build Vex robots, and explore engineering habitats using CAD programs. STEM class intentionally supports science and math concepts taught in core classes.

Students in EC4 through 1st grade participate in media/library classes once per week, where they are introduced to multiple genres and strategies for choosing appropriate books. Students enjoy guest readers and creative activities that foster a life-long love of reading.

Religion instruction is an integral part of the CKS program and aligns with Diocesan standards. Students grow in their knowledge of the faith through emphasis on prayer, the liturgy and sacraments, community life and church history, moral formation, and missionary spirit and service. This instruction culminates in 8th grade through a social justice research project requiring possible solutions to an identified issue. This unique project allows students to combine their faith and academic skills to make a positive impact on the world around them.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

Below level students in EC4 through 2nd grade are supported by the class structure, where each classroom is led by a teacher and supported by a teaching assistant. This allows for classroom teachers to work with below level students in small groups while the teaching assistant works with other groups. Teachers create groups based on skills, so groups can be responsive to student progress with every unit/skill.

Some students are identified significantly below grade level and in need of intervention beyond classroom differentiation based on assessment results, classroom performance, and teacher observation. In reading, for example, after classroom interventions have been implemented and recorded by the teacher, the school counselor, administration, and teacher decide if the child should receive individualized instruction from the school's elementary reading coach. Identified students work on a variety of skills including blending letter sounds and reading for comprehension. The goal is to provide the students with specific intervention strategies that allow them to be successful in the classroom.

Students in 3rd through 8th grade performing below grade level are given multiple opportunities to demonstrate their learning through a formal process. When students score below an 80% on a summative assessment, teachers identify if a student has a conceptual misunderstanding of the content. When that is determined, teachers re-teach the content and provide the student with another opportunity to demonstrate understanding, either by re-taking the assessment or taking a new assessment in a different format (i.e. oral vs written).

The IXL online resource also supports students performing below grade level. This program contains skills-based practice in language arts and math and allows teachers to assign practice to specific students based on

classroom performance or standardized assessment results. Students are given adaptive practice along with opportunities for re-teaching through the program. Teachers can monitor the progress of their students in real-time and provide additional support as needed. Students in 1st through 8th grade have access to this program during the school year and over the summer.

### **3b. Students performing above grade level**

CKS class structure and instructional activities provide opportunities for above level students in EC4 through 2nd grade to thrive. Students performing above grade level can be grouped to work with the teacher, teaching assistant, or independently. For example, in small group math time, one group of students may be working with manipulatives to understand a concept, while another group working above grade level is applying the concept using word problems.

IXL is also used as an online resource to challenge students working above grade level, since skill practice is assigned based on classroom performance and standardized assessment results. The teacher can make the determination if the student should practice current grade level concepts in more depth or at the next grade level.

Above grade level students are offered a unique opportunity in 6th grade math. These students are identified through teacher observation, standardized test results, grades, classroom performance, and a placement test. Qualifying students can accelerate their math track. This allows them to take high school algebra as 7th graders and high school geometry as 8th graders.

The workshop model in language arts also provides opportunities for above level students. After the learning goal is introduced, students work independently or in small groups reading and/or writing. Teachers confer with students to confirm book selection with the appropriate challenge and to ensure students are pushing their thinking to write like authors. This has motivated students to work at their own pace with the right amount of challenge.

### **3c. Special education**

CKS does not offer specific Special Education services. However, to better serve under performing students with a diagnosed need, CKS uses a student support process. Through data gathering, communication among teachers, parents, administrators, school counselors, and outside medical professionals, academic interventions and accommodations can be made to help support students. This plan, referred to as a Student Support Plan (SSP), details accommodations such as extended time on assessments or shortened assignments to help parents and teachers work together for the success of the student. SSP meetings are held annually to update information, and review accommodations and student progress. Outside evaluations must be updated every three years.

### **3d. ELLs, if a special program or intervention is offered**

### **3e. Other populations (e.g., migrant), if a special program or intervention is offered**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

CKS engages students by providing opportunities to take ownership, represent the school and support one another. This begins with a unique start to every day. Morning assembly serves as a primary vehicle of student engagement as the school gathers in the pavilion to pray, and to recite the Pledge of Allegiance and school vision statement. Students also hear a message from our administrative team. Student academic, athletic, and service accomplishments are celebrated by students, for students.

Inspired by our faith and championed by our mission to serve others, our students initiate schoolwide service projects that make our school, community and world a better place. In addition to holiday food drives and hurricane-related donation drives, our students learn about the community around them and have taken a special interest in hunger projects. They sort food at local food banks and raise money for a project that allows them to package over 50,000 meals for local and international need. Our middle school Sean Devereux Service club sponsors a community expo to highlight special needs in our area then creates a service activity to meet the need. Activities include creating care packages for the infirmed or making meals and serving the homeless.

CKS athletics are open to students in 5th through 8th grade and inspire teamwork, school spirit, and loyalty. Junior varsity (5th and 6th grade) and varsity (7th and 8th grade) teams compete against other area Catholic schools in basketball, soccer, volleyball, flag football, and track. JV teams include all students who want to participate with a focus on exposure to a sport and teamwork. Athletic activities provide an opportunity for the entire community to support the school. The CKS lion mascot and students of all ages attend games to cheer on CKS teams.

In addition to sports competitions, students compete academically. The chess team, an afterschool club for students in kindergarten through 8th grade, provides students a chance to compete with other schools several times each year. CKS students also participate in the Math League (3rd through 8th grade) and forensic competitions (5th through 8th grade).

The performing arts program is another way students represent CKS in traditional kindergarten and first grade performances as well as both the elementary and middle school musicals.

Several student interest and leadership organizations also provide engagement activities. CKS Student Council is an elected executive committee and includes homeroom representation from 4th through 8th graders who plan and implement service projects, themed pep assemblies, and different school initiatives. Other student organizations include the Junior Beta Club, Communications, Yearbook, and Liturgy committees.

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

Parents are engaged through the CKS Families in Service program. This program offers volunteer opportunities ranging from helping in the cafeteria, reading in the classrooms, helping with musical productions, setting up for school fundraisers, hosting Back to School family events, selling spirit wear and more. Last year, parents volunteered over 10,000 hours of service to our school.

In addition to volunteering in support of the school, Parents in Service assists those in need in our community. Emphasizing that the school is a part of a larger community, parents volunteer at Trinity Café and Pinellas Hope—both local organizations that serve food to the homeless. This group has also involved entire families (parents and students) at food sorting events for Feeding Tampa Bay. This helps parents reinforce part of our school mission, the spirit of service, with their children.

Parents play an important role in providing feedback and input about the daily operation of the school. The CKS Parent Teacher Club executive committee and School Advisory Board meet regularly with school leadership. These groups offer suggestions, input and partnership on important issues impacting the school such as determining competitive salaries for teachers while maintaining an affordable tuition for families.

CKS communicates with its stakeholders regularly to promote the school, its students, activities, and events. A robust social media presence keeps CKS in the forefront of the community and a weekly electronic newsletter offers updates and announcements to parents and leadership boards. CKS solicits feedback from the community through annual surveys that encompass every aspect of the school. Survey feedback has resulted in a variety of improvements to the school, ranging from academic (improving the CKS foreign language curriculum) to social/emotional (adding a second school counselor) and physical (making the afterschool facility more secure). These visible improvements are important as they allows parents to see that their voices are heard and encourages them to become personally invested in the school, which ultimately improves school culture.

CKS is an active member of the Tampa community and has several long-standing partnerships. The CKS Carnival has provided opportunities for partnerships for over 50 years and dozens of local businesses sponsor this fundraising event for the opportunity to promote their business to thousands of guests in attendance. The school also partners with local businesses for career education. Once a year, business leaders are invited to come and speak to students about careers in a variety of fields including banking, veterinary services, sports, and law enforcement. These opportunities allow exposure for the business, but, more importantly, help students see how their education can impact their future.

### **3. Creating Professional Culture:**

Christ the King Catholic School establishes a professional culture by emphasizing teacher professional development and fostering Collective Teacher Efficacy (CTE). All professional development is planned prior to the school year and based on strategic goals. To support these goals, a calendar of activities is provided to teachers for the upcoming school year and adjusted quarterly based on their input.

Professional development is determined based on standardized test data and stake-holder feedback. For example, during the 2015-2016 school year, feedback indicated a need for more explicit writing instruction. A committee of teachers and administrators developed a strategic goal to implement a vertically aligned schoolwide writing program. After researching different writing programs, the decision was made to use Lucy Calkins' Units of Study in Writing. This shared decision making contributed to building collective efficacy.

To prepare for this implementation, staff members received professional development externally through webinars and internally from the school's literacy instructional coaches. Teachers also had the opportunity to attend the Teachers College week-long professional development at Columbia University, as well as one-day sessions. A staff developer from the Teachers College also provided extensive on-site training.

Other content area teachers attend professional development workshops aligned to their annual professional development goals. This includes middle school teachers attending the American Middle Level Educators conference to improve teaming and other subject area teachers attending conferences specific to their content.

To remove the financial barrier of attending these conferences, CKS has a professional development fund supported through community donations. Professional development effectiveness is assessed through classroom observations and student growth on standardized assessments.

Besides attending conferences, the CKS faculty meets every week in professional learning communities to review curricular goals and receive additional training. One day each month is dedicated to discretionary professional development where faculty members have the autonomy to work independently or with others to plan for improving student learning. The combination of both individual and collaborative work helps teachers build belief in themselves and others. This is a key principal of building CTE.

Another key principle of CTE is team building and recognizing the success of staff members. Teachers are recognized during faculty meetings by school administration and throughout the year through various expressions of gratitude, including Friday coffee and snack carts, duty coverage, and extra professional

development days. Additionally, the Salesian Spirit Squad is a group of teachers that sponsor birthday greetings, pottery painting parties, yoga classes, and Book Club for team building.

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

The CKS commitment to continuous improvement and collaboration is most notably observed in the leadership structure, which emphasizes shared decision making. All leadership teams work autonomously and collaboratively with oversight by the principal to align with the school's mission.

##### Administrative Team

The Principal and Assistant Principal maintain the school's mission and vision. This team has a strong established presence in the classroom and around the school. They focus on gathering data to review, assess, and lead improvements to curriculum, staffing, and facilities.

##### Advancement Team

The Director and Assistant Director of Admissions and Advancement develop strategies for marketing, communications and enrollment management in partnership with the Administrative Team. Strategic planning results in production of the school's enrollment video, social media management, and sustainable enrollment and communications plans. This team is responsible for review of admission applications for enrollment and determines financial assistance.

##### Grade Level Teams

This team consists of core curriculum teachers separated by grade levels. Co-curricular teachers are assigned to various grade level teams. These teams meet weekly to coordinate curriculum and instructional delivery, improve student learning, and discuss student social-emotional concerns.

##### Lead Team

This team consists of one teacher representing each grade level team, the school office manager, both school counselors, the Director of Advancement, and the Administrative Team. Round table discussion offers insight and perspective on schoolwide issues and events.

##### Subject Level Teams

Each teacher serves on a subject level team. Teams include foreign language, math, language arts, religion, science, social studies, and co-curriculars. Teams meet monthly to plan vertical articulation of the curriculum, which reduces curriculum gaps and improves consistency in student learning. Teachers also collaborate to improve grading practices and revise unit plans.

##### Parent Teacher Club (PTC) Executive Board

This board consists of officers of the PTC including a President, Vice President of Finance, VP of Programs, VP of Student Activities, Treasurer, Secretary, Dads Club President, a member-at-large, the Administrative Team, Director of Advancement, and Pastor. The group leads parent initiatives that help support the school and provide opportunities for parent education and student involvement.

##### School Advisory Board

The Administrative Team, Pastor, Director of Advancement, Development Director, and various community members (including parents of current students and alumni) make up this advisory board. They meet once a quarter to plan, update, and review the school's strategic direction. Subcommittees exist in the areas of finance, facilities, technology, and nominating to advise the principal.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Christ the King Catholic School's educational philosophy is inspired by St. John Bosco. While running oratories for orphaned boys in Turin, Italy, during the late 1800s, John Bosco established an educational philosophy called the Preventative Method. Rooted in the principles of rapport, reason, and religion, the relationship between the staff and the students drives academic success. Focusing on these three areas, much like the research in Abraham Maslow's Hierarchy of Needs, allows educators to first meet student emotional needs (rapport) before meeting their intellectual needs (reason), allowing students to feel self-worth and able to contribute to the larger community (religion).

Staff members cultivate rapport with students by spending time with them both inside and out of the classroom. All staff members have supervisory duty in the morning and in the afternoon, as well as during lunch/recess. This provides an adult presence during the busiest times of the day and leads to positive interactions between students and staff outside of the classroom. Whether it is asking about a student's pet, last night's homework, or the score of the baseball game, teachers take an interest in their students, building rapport.

When positive rapport is built with adults, students feel safe. With safety needs met, students are more likely to take educational risks, resulting in learning and the development of reason. To better develop reason, teachers connect the essential questions and learning outcomes of their units to real world situations. These tasks can be challenging, ranging from putting together the building blocks of reading in kindergarten to processing the information needed to solve quadratic equations in 8th grade algebra. Teachers support students through these challenges by offering assistance before/after school and during lunch. It is in these settings that teachers make deeper connections with students, resulting in academic success.

Religion is the final tenant of the Preventative Method, as it gives purpose to the relationships established through rapport and provides focus for developing reason. CKS graduates leave with a sense of purpose greater than themselves. In high school, CKS students take leadership roles that serve the greater community. One alumna founded a non-profit organization called Teens for Haiti that provides economic and missionary support to St. Suzanne, Haiti. This organization is now over 10 years old and still has recent CKS graduates on its board. Beyond high school, CKS graduates continue to serve the community, with some even returning as CKS teachers. Most importantly, many graduates eventually become CKS parents. They want their children to experience the same Preventative Method that helped them grow in the love of Christ, joy of knowledge, and spirit of service.

## **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?      \$9057  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$2638
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      4%
6. What percentage of the student body receives scholarship assistance, including tuition reduction?      12%