

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

Official School Name St. Cecelia Interparochial School
(As it should appear in the official records)

School Mailing Address 1350 Court Street
(If address is P.O. Box, also include street address.)

City Clearwater State FL Zip Code+4 (9 digits total) 33756-6032

County Pinellas

Telephone (727) 461-1200 Fax (727) 446-9140

Web site/URL https://www.st-cecelia.org E-mail vawostbrock@st-cecelia.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) 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 Mr. Joseph DeRing
(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

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

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	22	33	55
K	26	23	49
1	16	27	43
2	14	23	37
3	25	25	50
4	23	17	40
5	20	30	50
6	23	21	44
7	33	20	53
8	21	27	48
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	223	246	469

*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
 - 18 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 3 % 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: 5%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2018	462
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Mandarin, Portuguese, Spanish

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

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 19

8. Students receiving special education services: 12 %

57 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>0</u> Multiple Disabilities |
| <u>2</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>16</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

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:

	Number of Staff
Administrators	2
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.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	14

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 21:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	94%	93%	94%	94%
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.

Post-Secondary Status	
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. 2010

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

We are a Christ-Centered Catholic community promoting faith-filled living, life long learning, high academic standards, and compassionate service to others.

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

St. Cecelia Interparochial School (SCS) is an elementary/middle school in the Diocese of St. Petersburg, Florida serving prekindergarten through 8th grade students in the greater Clearwater area. SCS opened its doors in September of 1948 with three Sisters of the Holy Name and 59 students in 1st through 6th grade. The school population and the campus have expanded over the past 71 years. Today, the school is an eclectic group of 469 students with 56 faculty and staff. Since 2010, the demographics of two specific student populations have been changing. The Hispanic or Latino population has increased from 10 percent to 18 percent, and the White population has decreased from 85 percent to 74 percent. Another notable change in the population is 33 percent of students now receive state scholarships for tuition assistance. The majority of students are members of the local parishes of St. Brendan, St. Catherine of Siena, St. Cecelia, and Light of Christ, with 15 percent of the students being non-Catholic.

An enhancement to the curriculum and programs occurred in 2018 when SCS was authorized as an International Baccalaureate (IB) World School offering the Primary Years Programme (PYP) and Middle Years Programme (MYP) to students from prekindergarten through 8th grade. IB World Schools are committed to an educational philosophy aimed at developing inquiring, knowledgeable, and compassionate young people who understand their responsibility of caring for others and the world around them. SCS teachers regularly receive IB training and keep current with the latest educational research influencing the process of learning. The teachers are intellectual leaders. They empower students to develop confidence while emphasizing the aspect of being risk-takers and lifelong learners. Learning at SCS is inquiry-based, student-driven, and is presented through engaging cross-curricular units of study. By incorporating real-world problems, students are required to investigate and develop solutions. Teacher and student collaboration is key to this type of teaching and learning.

In the performing arts classes, students learn the aspects of theater from scene writing to costume and set design, to acting and singing, to lighting and sound, to behind the scene stage crew responsibilities. These skills are put into practice twice a year as a Broadway-style production which is performed by the SCS students at a local Catholic high school's theater. In the visual arts classes, students incorporate their knowledge from social studies, science, religion, language arts, math, and guidance classes to develop new 2-D and 3-D art pieces. For example, in their classroom studies, 4th graders explored the life of bees as part of a unit on teamwork. Students were able to watch working bees through an observational hive brought in by their teacher whose family are beekeepers. Students learned how the bee population has become endangered because of man's impact on the environment and climate change. They learned how important bees are to our ecosystem and discovered that, without bees, our entire food chain would collapse. Artists and scientists have recently begun working in partnership to cultivate change in communities through environmental awareness. To this end, the 4th grade students wanted to bring attention to the necessity of protecting bees by creating a 2-D collaborative artwork. As artists, 4th graders looked at shape and color as tools to create a unified, cohesive, singular art piece made up of parts from many artists. They experimented with watercolor paint using only analogous colors to blend seamlessly. They also explored the medium of relief printing as they each created their own bee as a printed image to contribute to the communal hive. Finally, each student incorporated a different fact about bees into their portion of the hive to educate their audience about the importance of bees to our ecosystem.

Receiving the prestigious National Blue Ribbon Award as a School of Excellence in the fall of 2010 was very exciting for the entire SCS community. The leadership of SCS has always provided innovative academic programs in a Catholic environment, preparing students spiritually and academically to be successful in their high school years and beyond. In keeping with this mindset, the school began to investigate rigorous academic programs to maintain this very distinct status. IB fosters strong academic, social, and emotional characteristics in students, as does Catholic education, and it became evident that the IB Programme would fit beautifully with the Blue Ribbon and Catholic School expectations in helping students develop to their fullest potential. The cultural component of fostering international-mindedness through the IB Programme is also very important in today's society, especially with the diverse and changing populations of our local communities and schools. As a result of becoming IB, SCS students have expanded their view from a local perspective to a global perspective.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The SCS curriculum is rooted in the development of the individual child, which includes academic, spiritual, physical, social, and emotional development. Catholic faith formation and the framework for the IB Programme are a foundation for teaching and learning in all subject areas. Students naturally make connections between what they are learning, the Catholic faith, and the developing world around them. A rigorous curriculum is created through collaborative planning, alignment of instruction to standards, formative and summative assessments, differentiated instruction, and tiered interventions. Student data is examined regularly and used by teachers to monitor student growth and to guide their instructional practices. Unit plans include essential questions, connections to faith, and alignment to the State of Florida and Diocesan Standards, Next Generation Sunshine State Standards (NGSSS), and the National Educational Technology Standards (NETS). Teachers use direct instruction, engaging activities, and formative assessments to help students reach their learning goals which are aligned with what they should know and should be able to do at the end of each learning cycle. Formative assessments are a critical step in checking student progress and adjusting instruction. Summative assessments show which students have mastered the standards at the end of the learning cycle. Visual arts, performing arts, technology, physical education, and world languages provide project-based learning activities that connect to core subjects and real-world experiences. Teaching and learning occurs in multiple ways: direct instruction, collaboration, problem-based learning, independent research, cross-curricular projects, student presentations, free play, service projects, field trips, and competitions. SCS was reaccredited by the Florida Catholic Conference (FCC) in the spring of 2019. In addition to learning standards for students and teaching standards for IB, the FCC Standards and Benchmarks focus on what makes a highly effective school. The FCC requires yearly evidence of school improvement and accountability. The SCS curriculum provides students with a moral compass for life and inspires them to become successful and responsible global citizens.

1b. Reading/English language arts

The reading/English language arts (R/ELA) curriculum develops students into successful readers, writers, and communicators. Although students master specific grade level standards, the depth of student learning and real-life application goes well beyond those standards. Kindergarten through 8th grade students have at least 90 minutes of uninterrupted instructional time for reading and writing workshops. The Literacy Footsteps Guided Reading program provides the materials for guided reading instruction in kindergarten through 2nd grade. Students receive instruction in vocabulary development and expand vocabulary with the Sadlier online workshop. Independent reading is encouraged, tracked, and assessed through the use of Accelerated Reader (AR).

Phonetic skills, grammar, punctuation, and vocabulary are taught through literature, writing, and explicit instruction. Rubrics provide examples and non-examples of grade level writing. The goal is for students to apply what they learn to independent reading and writing in all subjects. Students track their progress through the use of portfolios, which document progress made throughout the year in reading, writing, and language arts.

Students in 2nd through 8th grade take the Terra Nova Assessment each year. I-Ready reading assessments are given three times per year to Title One students in kindergarten through 5th grade. The Standardized Test for the Assessment of Reading (STAR) and running records are given to students in kindergarten through 5th grade to track individual growth in reading. Beginning in 3rd grade, teachers use novels for a literature-based learning approach. Each novel provides students the opportunity to become deeply engaged in the story. Novels often lead to the implementation of Socratic Seminars, where students learn how to respectfully listen and respond to their peers while being open to the perspectives of others.

Third grade students read "Harry Potter and the Sorcerer's Stone", by J. K. Rowling. Based on the elements
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of the story, students divide into the four Hogwarts houses. Using popular candy from the story such as Bertie Bott's Beans, students explore fractions and relations of the parts to the whole by separating the candy by flavor in their math class. In social studies, students analyze the castles of Scotland and how their rich history inspired the architectural design of Hogwarts. In art, students create Harry Potter wand holders and fire them in the kiln. Students end their unit in religion class by analyzing thematic quotes from the book and writing an essay explaining how our choices shape our identity.

Middle school R/ELA includes literature, grammar, vocabulary, AR, and Six Traits of Writing. Students take the STAR Assessment regularly to track reading goals and progress. Students read, analyze, and study novels that lead to Socratic Seminars, debates, and class discussions. Following the Language Arts Florida State Standards, students learn a variety of writing styles.

Curriculum mapping ensures that the R/ELA learning experiences from prekindergarten through 8th grade align and support one another from year to year. Vertical meetings allow teachers the opportunity to discuss the curriculum and ensure there are no instructional gaps or overlap. Finally, the school library is a place where students of all ages go to find books labeled with instructional levels and attend two annual book fairs.

1c. Mathematics

The mathematics curriculum provides a deep conceptual understanding of mathematics. Students progress through the math curriculum starting in kindergarten with Starfall, then Sadlier Math in 1st through 5th grade, and Discovery Education Techbook in middle school. The textbook is one of many resources used to provide a comprehensive math curriculum aligned to standards. Our cross-curricular and global approach to mathematics, using IB as a framework, develops math as a way of thinking and problem-solving. Students develop a strong understanding of number sense through the implementation of investigations and discovery activities. They are taught to persevere in solving problems through logical mathematical reasoning, analyzing methods for different approaches to solutions, and then determining the best approach. For example, 7th grade students create scale drawings of international monuments. The students research the height and width of a monument and then create a scale to fit the monument on a given sheet of paper with exact proportions of the design.

Teachers use manipulatives, games, and real-world experiences to reinforce math concepts. Incoming 3rd grade students participate in a two week math boot camp to strengthen their conceptual understanding of place value. Students spend twenty minutes at three different learning stations with research-based interventions at each station. Sixth grade students solidify concepts of percent and equivalent ratios through a project entitled, If the World Were a Village of One Hundred People. The project starts with a short video explaining that 80 percent of the world lives in substandard housing. Students apply those ratios to our school and their own grade level to learn how many students would be dying of starvation, have inadequate sanitation, or limited clean water resources.

Students use and communicate mathematics through technology every day. For instance, in Pre-algebra, students create their own Khan Academy video to teach the rules for solving with exponents. Students communicate the rules by making connections for the viewer between the different expanded forms using color coding for visual representations, as well as clear and concise mathematical language. Another example, while studying scientific and technical innovation, students imagine they are part of a team at the National Aeronautics and Space Administration (NASA). Students design a heat-resistant film to cover a new piece of technology headed to the International Space Station. The piece of technology is a rectangular prism measuring twelve meters by eight meters and is five meters tall. The film must cover the prism exactly because any gaps will cause the prism to melt. The film cannot overlap because it is extremely expensive. The students design a pattern for their film and calculate the surface area.

Productive struggle is important as students grapple with mathematical relationships and patterns. Summative assessments are given in the form of projects and tests to measure student mastery of the content. Students who need to acquire additional skills are given extra instruction and then retested.

1d. Science

Kindergarten through 5th grade students use the Interactive Science textbook to form a foundational understanding of science concepts. Activities in the text, coupled with theme-based units, inspire student interest in science. For example, the 3rd grade Iditarod unit addresses the NGSSS. Students monitor mushing teams throughout the 1,000 mile race using Global Positioning System (GPS) satellite technology and live streaming sites. Students journal current weather conditions, race positioning, mileage completed, and mileage left at the end of each day for the musher they choose to follow.

As part of a marine exploration unit, 4th grade students explore themes such as the importance of seagrass, native versus non-native marine flora and fauna, conservation of sharks, along with the nesting, tracking, and rescue efforts of marine turtles. After a visit to the Marine Exploration and Conservation Center in St. Petersburg, Florida students create life-size models of sea turtles, identify the risks sea turtles face in our oceans, and create a conservation presentation to share with the school community.

Students in prekindergarten through 5th grade look forward to time in the Science, Technology, Religion, Engineering, Art, and Mathematics (STREAM) Center once a week for science based, cross-curricular learning. Middle school students use the Science Education for Public Understanding Program (SEPUP) science curriculum, an "issues-oriented" program. Student investigations and observations take place at least twice a week in the middle school science lab. These activities include design challenges such as building sea walls to stop erosion and designing prosthetics. Students use knowledge of earth science to create a building plan that mitigates the human impact on the environment. They also write a persuasive essay about which material is best for making a water bottle, taking into consideration the physical and chemical properties of different materials. In 7th grade, students complete a STREAM Fair project in which they apply the scientific method to solve a real-world issue. Students participate in a school sponsored fair with many students advancing to Diocesan, Regional, and State competitions.

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

The social studies curriculum prepares students to be global citizens who are open-minded, caring, and culturally aware. Through the implementation of online and traditional textbooks, service projects, supplemental grade appropriate guides, and "Social Studies Weekly" students increase their geographical and social understanding of the world. First grade students learn social studies through the integration of math, language arts, and religion as they compare and contrast cultural values and holidays around the world. Students research the traditions and customs of different countries and create a project board to present the information they have acquired. Fourth grade students experience an overnight field trip to St. Augustine, Florida to culminate the Florida Studies unit on the oldest city in the United States and the First Catholic Settlement. Interactive units of study simulating the early settlers prepare the students for the field trip experiences. Fifth grade combines religion and social studies by using technology to create geographical timelines of Biblical stories.

The 6th grade social studies and visual arts curricula are integrated to incorporate important aspects of Chinese dynasties, specifically the Terracotta Warriors. Students identify modern day symbols to represent themselves in the afterlife using clay as the medium. Religion is integrated for the 7th grade students as they create their own political party and incorporate Catholic beliefs and values. Students understand the political and decision making process by becoming a candidate, campaign manager, or publicist. A major portion of this project is for students to identify five party values of their choice and three campaign issues which they debate throughout a mock campaign. Middle school students write about patriotism in an essay entitled, "What It Means to Be an American." Students research famous people and write about how they have embraced American values such as honesty, freedom, heroism, and justice.

1f. For secondary schools:

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

The SCS prekindergarten program teaches mastery of the Florida Early Learning Development Standards and Diocesan Standards for Early Childhood. Academic and development stages are critical components of the Early Childhood core curriculum. Developmental milestones include cognitive, literacy, social-emotional, and physical domains. Teachers prepare students to transition from these developmental milestones to skills based learning standards. They use cross-disciplinary projects to observe how children work together to solve problems. The prekindergarten teachers meet regularly with the kindergarten through 3rd grade teachers to confirm the vertical alignment of standards. During these meetings, prekindergarten teachers always ask, "What can we do to lay a stronger foundation for success?" The responses to this question lead to the alignment of the curriculum to ensure continuity of learning from prekindergarten through 3rd grade. For example, the 3rd grade teachers were concerned about the lack of exposure to geometry. A conversation during a vertical meeting led to the prekindergarten teachers increasing geometry activities with students by using geoboards, broader shape exploration, along with other geometric concepts. Prekindergarten students use Starfall online in the classroom to prepare them for the kindergarten Starfall program. They also use the STAR Math Assessment to keep the prekindergarten students on the same continuum as the kindergarten students. In addition to vertical planning meetings, the teachers of prekindergarten, kindergarten, and 1st grade observe teaching and learning in each other's classrooms several times each year and then meet to discuss their observations.

2. Other Curriculum Areas:

Through other curricular areas SCS students understand how academic subjects relate to one another. Unit plans include essential questions and learning goals creating a natural bridge of learning from core content areas to religion, performing arts, visual arts, physical education (PE), technology, Spanish/language acquisition, and guidance.

The development of our students' moral character is essential to our school community. All students receive religious instruction every day as part of the core curriculum. Schoolwide Mass occurs once a week and every day begins and ends in prayer. Students learn the values of the Catholic faith and how to apply these values to their daily choices and actions. In the classroom students use the lens of Scripture to consider whether or not medical, scientific, and technological advances are ethical and just.

All students attend performing arts class once a week. Prekindergarten through 1st grade students learn stage presence, stage vocabulary, and a love of creative movement and music. For students in 2nd through 8th grade, performing arts classes include a variety of elements, such as scriptwriting, public speaking, digital media, improvisation, dancing, singing, and music composition. Students design, build, and paint actual props to be used on stage, as well as design playbooks and marketing posters for school performances. The performing arts teacher and the visual arts teacher collaborate to bring the performing and visual arts together during the school day and also on stage during two major school drama performances. All students in 2nd through 5th grade have a role on stage during the drama performance. Middle school students who are not in drama club have a role behind the scenes preparing for the productions.

The visual arts classes are held once a week for students in prekindergarten through 8th grade. The visual arts teacher collaborates with the classroom teachers to connect projects to the core subjects and the world outside of the classroom. Students learn about different art styles and famous artists, both historical and contemporary, and engage in the tangible making of art. Middle school students work on large scope projects, taking their ideas from design to execution. A writing component in the middle school projects requires students to provide an artist's statement of understanding.

Prekindergarten three year old students have PE once a week, four year old students have PE twice a week, and kindergarten through 8th grade students have PE three times a week. The PE teacher collaborates with the classroom teachers to reinforce learning in the content areas, most specifically, religion, math, writing, health, science, and social studies. The goal of the PE program is to teach students the importance of physical exercise and provide them with the confidence and motivation to make healthy choices throughout their lifetime. As the 3rd graders learn about cultures, the PE teacher uses the book "How Soccer Explains the World, An Unlikely Theory of Globalization", by Franklin Foer to show students the impact a sport can have on cultures and relationships.

Prekindergarten through 5th grade students attend technology class once a week while middle school students attend classes twice a week. Students receive instruction in programming and creating digital media instead of simply using digital media. Using the Code.org curriculum students create digital artwork, games, and stories to share with others as they become digital learners. Students regularly make and use spreadsheets, charts, graphs, data tables, Buncee, Power Point, and green screens to present a variety of projects.

Students in prekindergarten through 5th grade receive Spanish instruction once a week. Teachers make the students' learning meaningful by aligning the Spanish vocabulary with what they are learning in other content areas. Middle school students attend Spanish classes three times a week. Through the integration of Spanish and visual arts, students research the backgrounds of Picasso, Dali, and Torres Garcia to create works of art in the style of each artist. In performing arts and social studies, students learn about Semara Santa as they study Holy Week around the world. In visual arts they make a religious mural and Alfombras, which is a carpet made of flowers.

Middle school students attend weekly guidance classes, while prekindergarten through 5th grade students attend monthly guidance classes. Students learn about social and emotional learning, executive functioning skills, self control, friendships, grief, stress management, mindfulness, time management, growth mindset, and college and career readiness. Throughout the year students also focus on the four IB Learner Profile Traits, approaches to learning, and global context to expand their understanding of what it means to be an IB learner.

3. Academic Supports:

3a. Students performing below grade level

Two Exceptional Student Education (ESE) teachers provide inclusion support, as well as pull out groups within the academic support model. The academic support classroom is a place for students to feel welcomed, accepted, and supported. The classroom is designed to reduce anxiety with flexible seating, music, and lighting. Students in the Response to Intervention (RTI) model attend academic support sessions twice a week for 45 minutes per session. Targeted instruction offers individuals and small groups research-based intervention to improve performance in reading and math. The teachers use Easy Curriculum-Based Measurement and the Renaissance Learning STAR Reading and Math assessments every two weeks to monitor students' progress. All SCS students are assessed in reading and math three times per year using the STAR Early Literacy and the STAR Reading and Math Assessments. Students who are not meeting grade level expectations receive tiered interventions. These interventions begin with the classroom teacher and are supported through small group pull-out and intensive one-on-one instruction. Students who do not show growth are referred to the SCS Strategic Intervention Team (SIT) which consists of general education teachers, resource teachers, and the school counselor. Students begin receiving tier two interventions which include the use of manipulatives, targeted remediation, scaffolding, graphic organizers, prompting, frequent feedback, and Title One services if applicable. Students in kindergarten through 4th grade may qualify to receive ninety minutes per week of Title One instruction in reading and math. These students have access to Learning Ally, an online program in which 80,000 books are read aloud, giving a child with a reading deficit the opportunity to participate in subject matter with their peers. Upon enrollment to SCS, parents of students who speak a second language at home, complete a native language screener and the student's level of language proficiency is assessed. Additional support is provided for students who lack language proficiency through online instruction with accommodations in the classroom.

3b. Students performing above grade level

SCS has many students who are performing above grade level. Teachers extend the curriculum for these high achievers, including those who do not formally qualify for specialty classes. Through the rigor of the IB PYP and MYP Programmes teachers meet the needs of these students by challenging them at a deeper level of understanding. Students in 1st through 5th grade may qualify for enhanced learning/gifted classes and middle school students may qualify for math and R/ELA honors classes.

Elementary students who show potential for enhanced learning/gifted classes are assessed with an Intelligence Quotient (IQ) screener. Eligible students are given a formal IQ test which is administered by a public school or private licensed psychologist. The findings of the psychological report are then shared with the school. In addition to numerically qualifying the report findings are coupled with the general education teacher's observations and data on the student's academic performance, learning characteristics, and gifted characteristics to determine eligibility and placement. Students who qualify attend a weekly 90 minute class with a certified gifted teacher. In these classes students use the Substitute, Combine, Adapt, Modify, Put to Another Use, Eliminate, and Reverse (SCAMPER) tool to think creatively to generate new ideas for products created in class. Students have opportunities to learn outside the four walls of a classroom by attending two field trips per year. For example, students in 1st through 5th grade visit the anthropology lab at the University of South Florida in St. Petersburg, Florida. An expert anthropologist provides students with a bird's eye view of fossils while informing them of local archeological digs and experiences. Students use inductive and deductive reasoning to ask questions and gain information.

Middle school students who are working above grade level may be placed in daily math and reading/ELA honors classes based on their grades and standardized test scores over the past three years along with an entrance exam. Through teacher developed IB units and the Odyssey of the Mind program, students are immersed in a theme based curriculum with creative and challenging problem-solving opportunities.

3c. Special education

SCS welcomes students of varying abilities and backgrounds. SCS has seven ESE certified teachers on staff. All teachers must complete twenty credit hours in ESE for recertification and are trained in differentiated learning and instruction. Teachers utilize online programs to assess students' current reading and math levels in order to determine appropriate interventions and remediation. All students with a disability have a Student Support Plan (SSP) developed by the academic support teacher, the general education teacher(s), and the parents. These support plans include accommodations which are implemented based on individual student needs. Student support plans are working documents which may be revised at any time based upon a parent, teacher, or student request. Academic Support teachers work closely with ESE students to be knowledgeable about their learning differences as they oversee the SSP and advocate for each student's individual needs.

Students performing two grade levels below their current placement are assessed for a potential exceptionality. The process is parent driven and assisted by the academic support teachers. SCS works closely with Pinellas County Schools (PCS) personnel to collect data in determining if a student is eligible for services. To meet eligibility a student must show an academic need. If a student is found eligible, PCS offers therapies to support speech and language impairments, as well as occupational and physical therapy. PCS also provides specialized teachers who support students of varying exceptionalities and hearing impairment. Once eligibility has been determined, a service plan is written. The SSP includes individual goals for the student to attain with assistance from their therapist and the SCS academic support teacher. ESE students receive these services up to sixty minutes a week per exceptionality. The service plan is reviewed and updated at an annual meeting utilizing student data, with teacher and parent input. Student progress is discussed and goals may be adjusted or created for the upcoming year to support the student's needs. The Individuals with Disabilities Education Act (IDEA) requirements are followed.

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

1. Engaging Students:

The greatest strength of SCS is the positive, inspiring, and safe environment provided to students where they may achieve academic success while developing into caring and successful individuals who use their skills and talents to their highest potential. A commitment to service is instilled in SCS students from an early age. Students gain a sense of the greater community and ways they can contribute through schoolwide and classroom service projects. Student Council members spearhead collections for local children living in poverty. Seventh graders spend time working in a neighborhood soup kitchen while eighth graders participate in a year-long community service project at a local charity or organization. These service projects foster a life-long commitment to service in all SCS students.

The SCS administration and teachers have implemented a variety of activities to build, support, and recognize a productive culture and environment. Teachers hold weekly class meetings to develop and maintain a productive culture in the classroom where students have input and take part in the planning. Administrators offer specific behavior or academic challenges to students at schoolwide Friday Blacktop gatherings and recognize them for a variety of achievements such as academics, clubs, sports, or for exhibiting IB Learner Profile attributes. To further recognize students for their involvement and achievements, teachers distribute daily success cards for academics and positive behavior. SCS students receive recognition throughout the community for other achievements such as the Veterans of Foreign Wars writing competition, juried art shows, reading and essay contests, math and science competitions, and sports competitions.

Classrooms are hubs of energy where students routinely collaborate and assume leadership roles, while developing and completing authentic assessments through a balance of integrated technology. Teachers accomplish this in partnership with special area teachers and through regular collaboration with other colleagues. Parents regularly volunteer during special projects, providing extra support to students. The atmosphere of partnership fostered amongst the adults at SCS serves as a role model for the students, while providing them with an engaging and well-rounded curriculum.

Middle school students may qualify for math or language arts honors classes and elementary students may qualify for enhanced learning/gifted classes. Students work hard during the school day on their academics. SCS offers a wide variety of after-school activities for students of all ages. Students may choose to participate in clubs such as Chess, Caribou Math, Tap Dance, Drama, Student Council, National Junior Honor Society, Tennis, Soccer, Lacrosse, Student Ambassadors, Guardian Angels, Liturgical Leaders, Altar Servers, Cantors, Choir, Cheerleading, and Middle School Competitive Sports. SCS students always set their “Hearts to God...Minds to Learning...and Talents to Service.”

2. Engaging Families and Community:

Family involvement and engagement are major contributors to the strength of SCS. Parents have daily contact with teachers as they drop off and pick up their children in the classroom. The opportunity for regular face to face interactions between parents and teachers contributes to fostering a strong community and sense of family. Parents are always welcome to participate and volunteer in a wide variety of school activities. Parents are seen regularly on campus assisting teachers in the classrooms, coaching sports teams, frying donuts on Fat Tuesday, assisting with drama productions, attending weekly Friday Morning Blacktop, and at schoolwide assemblies and pep rallies. It has become a tradition for certain grade levels to participate in overnight field trips to enhance the students’ learning experiences. Without the support of parent volunteers, these trips would not be possible.

Parents may serve on the SCS Home and School Association (H&S), which is a formal parent and teacher group working for the benefit of the school. The goal of the H&S is to promote community building and fundraising. There are multiple committees for parents to join, which meet on a weekly, monthly, and quarterly basis to plan and schedule fun activities. Some of the H&S committees include hospitality,

homeroom parents, SCS EAT (Eat Around Town) for monthly gatherings at local restaurants, a Chili Cook-off, and planning and orchestrating a schoolwide field day in May.

Parents may also serve on the SCS School Advisory Commission (SAC). This board is a visionary and advisory body charged with fiscal responsibility for the school. The SAC meets monthly and members are required to serve on at least one sub-committee in the areas of finance, technology, or planning and public relations. This board has been instrumental in assisting the administration with new initiatives in the areas of academics (IB) and technology (1:1 iPads).

There is a strong connection between the school and families at SCS. Parents are kept apprised of their child's academic successes and challenges along with any behavioral or social concerns through teacher emails, phone calls, or face to face conferences. Parents love to view teacher posts on Seesaw, an online e-portfolio learning management system. Seesaw allows parents to see exactly what their child is learning during the school day. If a parent wants to monitor their child's academic progress they may do so at any time through the Parent Portal of the online management system. Another way parents, extended family members, and alumni stay connected and share in a student's success is through the school's weekly newsletter and Facebook account where this information is recognized and celebrated.

3. Creating Professional Culture:

Education is about learning and growing. At SCS, being an educator requires a commitment to being a lifelong learner. SCS teachers are dedicated and committed to providing their students with engaging activities in an environment which promotes high academic standards and fosters a lifelong quest for learning. The SCS administration fully supports and encourages teachers to keep current with research-based educational trends for twenty-first century learners. To this end, at the beginning of every school year, teachers create a personal professional development plan. This plan includes specific goals related to the use of student data, instructional practices, classroom management, faith formation, and feedback from the teacher's previous years' summative evaluation. Teachers and administrators review these plans together, so the administration may provide any necessary support for the teacher to be successful in attaining the desired goals.

The school calendar allocates at least seven days for school-based or diocesan-level professional development to allow for teacher training, along with two religious retreat days. The Diocesan Office of Catholic Schools and Centers, SCS teacher surveys, curricular goals, student assessment data, security planning, and the action plan of the Continuous Improvement Process for Accreditation (CIPA) determine the training for these days. Teachers receive support in their personal development by using state and school funding to attend local, state, and national workshops and conferences. All SCS teachers have received Category One IB training and many have completed Category Two and Three IB training.

The administration understands the importance of collaborative planning and is committed to providing teachers with multiple opportunities during the school day for this purpose. Common planning periods are established in the master schedule to allow for weekly collaboration sessions across the curriculum. Another valuable contribution to collaborative planning is the four hours of uninterrupted planning time teachers receive each trimester for working with their teaching partner, the IB Coordinator, and other special area teachers.

At SCS, teachers receive administrative support in their endeavors of professional growth through training sessions held during monthly school-based workshops. The direction of these workshops is frequently driven by teacher input where they regularly volunteer to provide training for their colleagues. SCS teachers are a valuable resource to each other and to the administration. The administration further encourages teachers' professional growth by allowing them the opportunity to observe instructional practices and effective classroom management in action at various grade levels. This may be for the benefit of personal growth or to give feedback to their colleagues. Many creative solutions and wonderful ideas have come from the SCS faculty.

4. School Leadership:

The school leadership at SCS consists of the principal, assistant principal, business manager, safety director, development director, director of religious education, and the IB coordinator. The strength of this team is their longevity at SCS and the expertise they bring to their respective positions. The principal and assistant principal are each in their eighteenth year as school administrators and have been working together for the past three years. Some of the team members have been at SCS for over twenty years as former parents/grandparents and as employees.

The philosophy of the school leadership is one of collaboration and mutual respect. Everyone at SCS knows they have an important role and are instrumental to the students' spiritual, academic, behavioral, and social success. What will benefit the students is at the center of all decisions. The responsibilities of the principal and assistant principal cover a variety of aspects which include, but are not limited to, overseeing curricular programs and initiatives, classroom observations, staff development, supporting the faculty and staff, and working with the SAC and H&S boards on initiatives and fundraising. The business manager works with the principal on creating and managing the budget and monitors school projects. The safety director is responsible for all safety concerns and initiatives at the school, works closely with local agencies, conducts safety trainings for faculty and staff, and safety classes for students. The development director is responsible for admissions and marketing of the school to promote and increase enrollment. The director of religious education is responsible for teaching middle school religion classes, preparation of weekly masses, and all other liturgical celebrations. The IB coordinator is responsible for the educational development and implementation of the IB Programmes.

The administration values the important role the faculty plays in decision making and keeps them involved throughout the process. The administration receives valuable input and suggestions related to student data, academics, behavioral, and social programs. SCS teachers are always ready to assume leadership roles in reviewing curriculum, setting data-driven goals, revising a school policy, or developing a new program.

The principal and assistant principal regularly model the philosophy of collaboration and mutual respect through their daily interactions. They are open to sharing and receiving input, sharing responsibilities, and showing appreciation for faculty and staff. Social gatherings are planned throughout the year to celebrate milestones and achievements. Faculty and staff receive longevity pins for their years of service at SCS. Under the leadership of the principal, the school has twice received recognition as a Top 50 Workplace in the Tampa Bay Area. Creating a positive, collaborative, respectful workplace contributes to a successful school climate and culture, which benefits the students of SCS.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

SCS has been a pillar of the greater Clearwater community for over 70 years with a reputation for high academics and strong morals. Becoming the only private school in all of Pinellas County to offer the IB PYP and MYP Programmes has been the most instrumental practice to the school's success. IB has set the academics of SCS students apart from other public and private school students. This is evident when new students require extra time and assistance in adapting to the academics of the IB learning environment at SCS, and in the placement of SCS students in high school honors and specialty programs.

In IB, learning is inquiry based and focuses not only on what students learn, but how students learn. At the center of the IB education is the student with varied learning styles, strengths, and limitations. Through the IB framework students become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. SCS teachers work collaboratively with each other to develop cross-curricular units to ensure the activities and assessments are rigorous, authentic, and applicable to real-world problems and situations. Students continually reflect on their learning and make adjustments.

In an IB unit on homes, prekindergarten students read "The Three Little Pigs", by Paul Galdone. Students examine homes in other children's literature and non-fiction texts and brainstorm ways to build a safe home for the pigs through hands-on experiences. Local experts share their knowledge of the construction industry and the engineering cycle with students. Students then explore materials and create a written plan. A small fan is used to simulate the big bad wolf to test the durability of each structure. The students celebrate the successful structures and make adjustments to those that are not durable.

Middle school science students make connections between science and care for God's creations in lessons that focus on the impact of new construction on the environment, taking care of ecosystems, and conserving energy and natural resources. Students work on the engineering of a building project where they use their knowledge of environmental consequences on a particular landscape. Students test water as a universal solvent and measure water quality for the percentage of pollution intolerant organisms. They also test soil for nitrates and perform experiments with parameciums and blackworms. Students note biotic and abiotic factors of the local ecosystems.

As a Christ-Centered Catholic community in partnership with the IB Programmes, SCS inspires students to live a faith-filled life, while enhancing their world perspectives through compassionate service to others within an environment that promotes high academic standards and fosters a lifelong quest for learning.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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? \$9048
(School budget divided by enrollment)
4. What is the average financial aid per student? \$5151
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 16%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 26%