

Duval County Public Schools

Stanton College Preparatory



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	22
Budget to Support Goals	24

Stanton College Preparatory

1149 W 13TH ST, Jacksonville, FL 32209

<http://www.duvalschools.org/stanton>

Demographics

Principal: Nongongoma Majova

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	27%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (84%) 2017-18: A (85%) 2016-17: A (86%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	24

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>16%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>66%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		A	A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Stanton College Preparatory School is to provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement.

The vision of Stanton College Preparatory School is to ensure every student is inspired and prepared for success in college or a career and life.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Majova Seane, Nongongoma	Principal	Leads the school and manages all programs.
Hemphill, Matthew	Assistant Principal	Assistant Principal of Curriculum.
Kerr, Michael	Assistant Principal	Assistant Principal in charge of facilities.
	Assistant Principal	

Demographic Information

Principal start date

Thursday 7/1/2021, Nongongoma Majova

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

55

Total number of teacher positions allocated to the school

88

Total number of students enrolled at the school

1,497

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	378	387	338	325	1428
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	23	22	20	85
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	6	2	3	17
Course failure in Math	0	0	0	0	0	0	0	0	0	5	29	9	20	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	6	6	2	3	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	6	15	0	0	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	28	27	22	0	77

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	5	20	2	10	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	6	30	10	46

Date this data was collected or last updated

Thursday 7/29/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				95%	47%	56%	97%	47%	56%
ELA Learning Gains				73%	48%	51%	73%	49%	53%
ELA Lowest 25th Percentile				73%	42%	42%	71%	42%	44%
Math Achievement				84%	51%	51%	90%	51%	51%
Math Learning Gains				61%	52%	48%	60%	55%	48%
Math Lowest 25th Percentile				62%	47%	45%	67%	50%	45%
Science Achievement				95%	65%	68%	97%	61%	67%
Social Studies Achievement				97%	70%	73%	97%	67%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	94%	48%	46%	55%	39%
Cohort Comparison						
10	2021					
	2019	96%	48%	48%	53%	43%
Cohort Comparison						
		-94%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	67%	28%	67%	28%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	68%	29%	70%	27%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	14%	57%	-43%	61%	-47%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	61%	23%	57%	27%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to compile the data below was our district Progress Monitoring Assessments (PMA) data. The PMA data was used for 9th through 11th grade.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83	87	91
	Economically Disadvantaged	74	78	88
	Students With Disabilities	63	57	67
	English Language Learners	100	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67	60	74
	Economically Disadvantaged	59	42	63
	Students With Disabilities	29	33	80
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	69	63	74
	Economically Disadvantaged	56	44	68
	Students With Disabilities	100	40	50
	English Language Learners	0	50	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	81	84	91
	Economically Disadvantaged	77	82	77
	Students With Disabilities	33	67	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	73	72	85
	Economically Disadvantaged	64	57	74
	Students With Disabilities	75	60	50
	English Language Learners	0	0	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD										100	100
ELL	59	59	54	55	55		58				
ASN	94	67	66	83	41	45	93	98		100	100
BLK	80	62	64	47	36	47	70	92		100	100
HSP	89	74	71	69	21		90	97		97	100

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	97	75	77	93	23			100		100	100
WHT	94	69	63	81	36	50	91	96		100	100
FRL	85	61	67	65	35	56	79	95		100	100
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	92	77									
ELL	81	79	85	73	64		69				
ASN	95	72	70	94	63		97	96		100	100
BLK	88	66	69	67	55	68	87	93		100	100
HSP	99	81	91	78	63		95	93		100	100
MUL	95	68	50	93	67		100	90		100	100
WHT	96	76	76	89	61	36	96	100		99	100
FRL	93	70	76	69	52	57	89	93		100	100
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	100	54									
ASN	97	77	71	94	56	73	98	97		100	99
BLK	89	73	74	76	65	63	85	92		100	97
HSP	97	57	71	89	57		97	100		100	100
MUL	97	84		75	70		95			100	94
WHT	98	73	69	98	59	82	99	99		100	99
FRL	93	63	66	86	61	71	92	92		100	100

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	762
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	100
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	79
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	83
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	74
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The state assessment data indicate that Geometry is problematic. Although the progress monitoring assessments indicated that there was growth, that was not evidenced by the state data. Our proficiency level declined; therefore, both our overall gains and lowest-performing quartile declined as well. Although our Reading proficiency level remains in the 90s, there is work needed in boosting the overall gains and the lowest-performing quartile gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Geometry is steadily declining based on the state data. We are looking into the standards to determine the gaps.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

This accountability area needs our undivided attention. We plan to dig deep into the PMA and state data so that we can look at the correlation between the like standards and the student performance on those standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our US History showed the most improvement with a high 97% proficiency level. Reading is consistent as it fluctuates in the 92% - 95% range in proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

US History teachers really work well as a PLC and since they are all Advanced Placement courses, the level of rigor in these classes set the standard high, thus producing excellent results. Our English teachers also do an immaculate job as we give our low-performing students a triple dose of literacy in the 9th grade via Great Books, Intensive Reading, and English classes. The students are also strategically scheduled with a team of teachers so that it is easy to monitor progress. Our ninth and

tenth-grade PLCs are very strong and all the work is done with fidelity to ensure that the students show growth.

What strategies will need to be implemented in order to accelerate learning?

We will continue to afford the teachers an opportunity to have common planning so that they can peruse and analyze data. Also, the time will be used to discuss best practices and intentional reading strategies. Additionally, our teachers will continue to give students the opportunity to look at their own data and set goals for the year. We also continue to strategically schedule our struggling students (double block) in English and intensive reading. We open a Reading and writing lab to give our students an opportunity to remediate and accelerate.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will continue to afford our teachers the opportunity to attend district-led workshops that are dedicated to literacy. We will provide in-house training to ensure that all the teachers understand the standards-based continuum and its purpose. We will continue to provide the mentor/mentee program so that our new teachers learn all the strategies and systems that are in place. We will definitely continue to perfect the work produced in common planning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to store all our best practices in Majova's Tribe which is housed in Sharepoint. All data, best practices, curriculum papers are stored there so that it is easy to replicate what worked in the future. Teachers and the leadership team have access to Majova's tribe and this makes sharing very manageable.

Part III: Planning for Improvement

Areas of Focus:

#1. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#2. Other specifically relating to Reading and Mathematics

Area of Focus Description and Rationale: In setting the targets for this year, our school will focus on improving Reading and Mathematics (Geometry) particularly as it relates to overall learning gains and learning gains for the lowest-performing quartile(LPQ). The aim is to have the overall gains and the LPQ gains at least 50% or grow by at least 20 points. Reading is already over 50% however, we do not want to fall short, therefore we will aim to grow at least 20 points. On the other hand, mathematics is well below 50% in both the overall gains and the LPQ gains therefore, we need to sprint to get the data up-to-par in this area.

Measurable Outcome: Reading is currently at 69% in overall learning gains and the LPQ is at 66%. The aim is to be at 50% or grow by at least 20 points. It is then obvious that we need to aim to grow by twenty points since we are already above 50%. Mathematics on the other hand is at 33% for overall learning gains and 41% for LPQ gains. The set target will need to be set as working towards at least 50% for both the overall learning gains and LPQ gains.

Monitoring: The 9th and 10th grade PLCs are well aware of what the data looks like. We will continue to bring data to common planning to look at the standards and how the students are performing. The next steps will be determined from there. The same will occur in the Geometry PLC as the teachers are already using in-house common assessments so that they are able to compare achievement levels and student progress. Both areas will dig deep as they look at PMA data and teacher-made assessments. The monitoring team (administrators) assigned to these areas will immerse themselves in the data so that they can provide support to the teachers.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Both areas will dig deep as they look at PMA data so that they can re-examine the gaps and reteach and remediate in areas in need of improvement. Teachers will continue to scaffold and use other reading strategies to support the students. They will continue to differentiate instruction by moving those that are ready to in-depth support in reading while taking time to reteach others. The same concept of differentiating will occur in Geometry. We will also provide push-ins for students during the day since some of them will not be able to attend the afterschool initiatives geared towards providing support in both areas.

Rationale for Evidence-based Strategy: The one size fits all does not work. It is imperative for teachers to differentiate instruction especially as it relates to mastering the standards. The data will have to be fine-combed to ensure that the needs of each child are met. We once swapped students between teachers to directly provide in-depth support to those who mastered the standard while taking time in another class to advance those who had deficiencies and this worked to ensure that students were actually mastering the standards. We will also provide push-ins during the day and teachers will be compensated to run the sessions.

Action Steps to Implement

For Reading and Geometry, teachers will provide the students with differentiated instruction based on PMA and teacher-made assessment data. Additionally, students will be given an opportunity to attend sessions during the day (push-ins during their electives). An extra layer will be added by providing a Reading Lab after school for additional remediation purposes. We plan to run some of these sessions via TEAMS and we will run some tutorials on TEAMS for Geometry as well.

Person Responsible [no one identified]

Reading - 9th and 10th grade teachers and the Assistant Principal charged with monitoring Reading
 Mathematics - Geometry teachers and the Principal

Person Responsible [no one identified]

#3. Other specifically relating to Safety

Area of Focus Description and Rationale: After perusing the 5Essentials data and the Supportive Environment area, we found out that the data around safety was lower than the other areas.

Measurable Outcome: 54% of our students stated that they did not feel safe outside around the school.

The only time we have safety issues is when there are activities around the neighborhood. We have hired an additional security guard to ensure that all the exterior gates are monitored and that the students who drive to school have someone watching the cars. Additionally, there is always someone monitoring the surroundings when students arrive and leave school.

Person responsible for monitoring outcome: Michael Kerr (kerrm@duvalschools.org)

Evidence-based Strategy: We know that what gets monitored gets done, therefore, we involve our Resource Officer in our threat assessment committee so that he can provide us with best practices and he monitors our cameras all day long to ensure that we do not have any intruders entering our premises.

Rationale for Evidence-based Strategy: Our Resource Officer is a great asset because he used to work for the city sheriff's office, so, he is well versed in both the city and school system safety protocols. Additionally, he is very proactive and is supportive of our security personnel as well as the administration, teachers, and students.

Action Steps to Implement

Our Resource Officer along with our security guards will monitor the premises and work hand in glove with the administration to ensure that everyone is safe while at school. Our Assistant Principal in charge of safety will work with the Resource Officer and security guard to put safety systems in place.

Person Responsible Michael Kerr (kerrm@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After perusing the SafetySchoolsfor Alex link, the data on property incidents is of concern. For the state we ranked number 340/505 which is very high and highly disturbing. As compared to other schools in our county, we ranked 16/24. By students, we ranked .06 per 100 students. There was one property incident noted in this area and it was actually a car that was stolen on our property. It was not stolen by one of our students, however, we had to report it in the system. We will ensure that our security is in place after school hours since this happened while students were on the field practicing softball.

The other area is the Drug and public order incidents and we had five of those infractions. We are ranked 34/505 in the state, 2/24 in the district and we had 0.32 per 100 students. When the vaping issue became problematic for schools, we also encountered these issues. We became vigilant by monitoring our restrooms and this problem was solved since we no longer have these issues. Our dean and administrators will continue to ensure that our students are afforded an opportunity to have a smoke-free campus that is conducive to learning.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

School culture is of vital importance and we at Stanton College Preparatory School take pride in the way we conduct business around here. Fullan speaks about culture as “the way we do things here,” and we are cognizant of the fact that ‘the way we do things,’ shapes our culture; therefore, we strategically plan things to ensure that everything we do is meaningful. Our school theme for the past six years is still UBUNTU. UBUNTU means human kindness which extends to “I am Because We Are.” This theme is owned and can be articulated by all stakeholders. It governs how we carry ourselves while here at school. It has really manifested itself in our everyday interactions with one another. The school Principal delivers a character-building message every morning as a reminder to students. She uses the project wisdom messages that are well crafted by a group of parents, educators, and students. The students are given a choice to choose what is right and it is comforting to hear students discussing some of the messages throughout the school day. We know that someone is listening and that this is pushing positive energy throughout our school. These messages range from putting emphasis on trust, honesty, respect, self-responsibility, and so forth.

We also have the Student Behavior Management Implementing (PBIS). Our school has three assistant

principals and a dean of students. One of the assistant principals and the dean of students are the leads for our PBIS committee consisting of other members of the faculty and staff. The committee establishes a character-building theme once a month and this is shared in the courtyard during lunch. The students are usually engaged in activities that send a message about the theme at hand. Additionally, our PBIS committee has bulletin boards around the school and there are positive and morale-boosting messages on these boards. Our PTSA works hand in glove with the school. They too have a positive thinking board in our main hallway. This board has stickers with inspiring messages. Our school system has a built-in Wellness Wednesday, and the students are dismissed early on this day. To continue cultivating a positive culture and warm climate, we have structured our Wellness Wednesday a bit differently to ensure that our students are afforded an opportunity to optimize what the wellness initiative has to offer. After viewing the wellness videos, students are given an opportunity to choose an activity to attend. These activities are chosen by teachers, and they range from playing a musical instrument, singing, study hall, playing board games, speed walking, playing flag football, and so forth. Our students have a very rigorous program of study and anytime they are given an opportunity to relax and see teachers in a different mode, this sharpens our school culture and yields an environment that is beaming with trust and happiness. Our PTSA joins us for the activities, and they were handing out stickers with encouraging and positive messages as well as giving students in outdoor activities water to keep hydrated.

Students always talk about not having a voice as they believe that adults are always running things. To alleviate this belief, our principal takes time to meet with student groups such as the School Government Association and class officers to discuss pressing matters, suggestions students might have to boost our school's culture, and just to chat about positive things that are happening at our school. We have also included student representatives as part of our School Advisory Council, and they always contribute to the conversations. It is always good to see parents learning and hearing from the students. Our Activities Director, IB Coordinator, and Athletics Director always bring about great ideas to promote school spirit. The activities director has a Teams page to keep students informed about everything that is happening at our school. Our IB coordinator publishes a newsletter to keep both parents and students informed about what is happening in the IB program and our athletic director is always coming up with activities to engage the entire student body in athletic events.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stanton College Preparatory School Positive Culture Stakeholders

Principal and Administrators---This is the monitoring team, and they endorse positive activities to ensure that our school's culture is positive and that the climate is an environment that is conducive to learning.

Activities Director, IB Coordinator, and Athletic Director---This group of three does an immaculate job of disseminating information to the student body, faculty, staff, and parents to ensure that we are all on the same page.

PBIS Committee---This committee does an immaculate job of establishing and promoting a monthly character-building theme for the entire school.

PTSA---The PTSA plays such a vital part in our school. They build teacher morale by providing them with back-to-school breakfast, classroom materials and continue to supply teachers with other things throughout the school year. They promote programs that help our students with mental health and healthy choices throughout the school year. They conduct campus cleanup by engaging students in this activity three times a year. They do so many things to support our school and we are grateful.

SAC---The school advisory council is so great at assisting us with all facets of the school improvement plan and they do it all without duress. They always have a positive spirit as they work through things that we as a school can do to improve things for our students. They are a hard-working group of parents, students, and teachers.

Student Leaders---Our student leaders are wonderful. They take their positions very seriously and serve the school as true leaders. We appreciate their efforts.

Faculty and Staff---We have the best people here at Stanton. Our faculty and staff really care about our

students. They go out of their way to inquire if they see that a student needs redirection or if there are other issues. They do an excellent job of ensuring that our students get the best education that prepares them for college and the future. They take pride in their work, the students, and our school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: -- Select below --:	\$0.00
2	III.A.	Areas of Focus: Other: Reading and Mathematics	\$0.00
3	III.A.	Areas of Focus: Other: Safety	\$0.00
Total:			\$0.00