Stanton College Preparatory

2022-23 Schoolwide Improvement Plan

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Stanton College Preparatory

1149 W 13TH ST, Jacksonville, FL 32209

http://www.duvalschools.org/stanton

Demographics

Principal: Nongongoma Majova   Start Date for this Principal: 8/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	27%
2021-22 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	2021-22: A (87%) 2018-19: A (84%) 2017-18: A (85%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	27%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Majova Seane, Nongongoma	Principal	Oversee all school operations
Kerr, Michael	Assistant Principal	Assume duties assigned by the principal

Demographic Information

Principal start date
Monday 8/1/2022, Nongongoma Majova

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
11

Total number of teacher positions allocated to the school
88

Total number of students enrolled at the school
1,428

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	387	339	335	314	1375
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	15	17	22	74
One or more suspensions	0	0	0	0	0	0	0	0	0	13	2	4	4	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	7	16	4	29
Course failure in Math	0	0	0	0	0	0	0	0	0	1	11	17	24	53
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	8	4	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	14	14	7	0	35
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	4	8	7	8	27

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	8	11	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	3	1	6

Date this data was collected or last updated
Monday 8/1/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	94%	45%	51%				95%	47%	56%
ELA Learning Gains	81%						73%	48%	51%
ELA Lowest 25th Percentile	80%						73%	42%	42%
Math Achievement	90%	37%	38%				84%	51%	51%
Math Learning Gains	66%						61%	52%	48%
Math Lowest 25th Percentile	74%						62%	47%	45%
Science Achievement	88%	43%	40%				95%	65%	68%
Social Studies Achievement	98%	53%	48%				97%	70%	73%

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

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
2022					
2019	95%	67%	28%	67%	28%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	68%	29%	70%	27%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	14%	57%	-43%	61%	-47%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	61%	23%	57%	27%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	90	80									
ELL	77	83	83	75	50		60				
ASN	93	81	76	84	68		87	98		100	100
BLK	89	76	79	79	70	69	72	96		100	98
HSP	94	77	82	94	79		85	88		100	100
MUL	95	92	80	92	30		92	100		100	100
WHT	97	80	84	98	64		96	99		100	100
FRL	93	85	85	94	72	85	89	95			
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				

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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	87
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	871
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	85
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	83
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	89
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	87
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	91
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	87
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Our Reading data improved this year and we will work towards maintaining or even going higher. Our history data is consistently where we need it to be. Geometry data also improved however, we still have room for improvement. We have work to do in Biology since we did not meet our school targets.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our Biology data needs our undivided attention. Geometry and Reading will continue to be on our radar.

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

A third of the students that were in Biology had Lexile levels below our school based threshold. We will identify students early so that they are given the needed interventions.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Reading proficiency, Reading Gains, Reading Low Performing Quartile Gains; Geometry proficiency, Geometry Gains and Geometry Low performing quartile Gains; U.S. History Proficiency

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

Our teachers worked collaboratively in their PLCs to look deeper at the work. We did Push-ins and Pullouts. We put more emphasis on annual growth for each child.

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

We will continue the work we put forth last year so that we do not loose ground.

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.

--PD on BEST Standards
--PD on Reading Strategies
--PD on Specs for each accountability area
--PD on our programs of study

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

The students will get an opportunity to attend the following Literacy Labs:
1. Reading Lab
2. Mathematics lab
3. Biology Lab
3. Writing Lab

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 characterbuilding 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 Duval - 1531 - Stanton College Preparatory - 2021-22 SIP Last Modified: 8/31/2022 https://www.floridacims.org Page 20 of 22 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 school culture and environment.

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 Duval - 1531 - Stanton College Preparatory - 2021-22 SIP Last Modified: 8/31/2022 https://www.floridacims.org Page 21 of 22 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