

# Stanton College Preparatory

8-Step problem solving step zero school students strategic goals college and career mission vision public and collaborative teaching family and community involvement planning building relationships increased achievement and achievement needs assessment resources effective leadership strategies ambitious supportive environment instruction improvement



2014-15 School Improvement Plan

## Stanton College Preparatory

1149 W 13TH ST, Jacksonville, FL 32209

<http://www.stantoncollegeprep.org/>

### School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	15%
Alternative/ESE Center	Charter School	Minority
No	No	52%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Stanton College Preparatory School is to foster academic excellence through comprehensive curricula, rigorous standards, and challenging assessments.

##### Provide the school's vision statement

Stanton emphasizes teaching cultural understanding and responsible citizenship to its diverse student body so those students may become compassionate, informed participants in local and world affairs.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Stanton students participate in an annual event known as the Multicultural Extravaganza. No less than 20% of our student body--representing dozens of distinct cultures--prepare demonstrations, dances and other performances to showcase their families' native cultures. Students begin to plan and rehearse in the late summer for the show in the spring, and they are actively engaged with their sponsor(s) and each other in preparing the event.

Additionally, every Stanton student begins in 9th grade with Advanced Placement World History, in which every classic civilization and every global event is treated, albeit as part of a broad survey. Students of Dutch heritage can discuss the colonization of South Africa with their principal, who can later on do a presentation on apartheid.

When Stanton's IB 11th graders are formally inducted into the Diploma Program, there is a semi-formal banquet hosted by the IB 12th graders that celebrates the value of their curricula and hard work. The ceremony begins with a foreign-language introduction by the 12th graders spoken in every language represented by the students and/or their families; in 2013 the ceremony began with over 20 different languages.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

As students arrive before school they are greeted first by our security personnel, then by Stanton's administrators, by their peers, and then by their first period teacher.

Stanton students take pride in being a diverse and accepting school culture. At an information session for the International Baccalaureate Program last year, a Stanton senior promised 8th graders, 'There will always be cliques in high school, but at Stanton, there are no feuds between them. It's okay to be weird here.' Any isolated case of bullying or conflict is investigated thoroughly and administration seeks the best response to and for all parties involved. The guidance office and full administration--all the way up to Principal Majova--publicly maintain an open door policy to any student with a concern or problem.

Stanton administration supervises students between classes and during lunches and maintains a friendly rapport with the student body and stakeholders.

Dismissal is a mirror image of the beginning of the day: Stanton administrators and security personnel ensure the safety of the students and interact with the students as they depart. After 3:30pm students are checked into the Media Center for the Extended Day Program. This program was put in place specifically for keeping students safe after hours.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

At the beginning of each school year, every student at Stanton receives a Student Code of Conduct, an individual syllabus with behavioral expectations and classroom procedures for each class.

Students attend class assemblies that outline school policies such as the Stanton Honor Code, the Honor Review Board, and multiple tiers of consequences for disciplinary infractions.

Assistant Principals attended the county professional development for the new Student Code of Conduct. They also attended the Restorative Justice training that will help them add another layer of Positive Behavior Intervention when they discipline students for various infractions.

In addition to the Code of Conduct, we have our own Progressive Discipline Handbook with school-based ways of modifying behavior.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Stanton's guidance department has a referral process in place for faculty, parents and students to request counseling for academic, social and emotional concerns. School counselors provide individual and small group counseling, and make referrals to outside agencies and to our school psychologist. We are in contact with feeder schools regarding students who need ongoing services. We conduct classroom guidance lessons in all grade levels addressing academics, resume-building and college-preparation. Counselors and teachers attend district events such as "Conversation, Help, Activity, Movement, Participation, Successful students" (CHAMPS) training, Question-Persuade-Refer (QPR) training, Challenge Days, etc...

Stanton's faculty members are trained on procedures to follow in response to child neglect, abuse and behavioral concerns. We have an open door policy, host various parent meetings, and sponsor clubs to be accessible to students and parents.

Recognizing that the transition to academically-accelerated high school can be difficult for our freshmen, in 2010 a Stanton 12th grade student started the Ignite Program wherein seniors mentor freshmen. It continues to be a Stanton institution.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- An Attendance Report is pulled bi-weekly and students who have missed more than 1 out of the past 10 days or 4 out of the past 45 are contacted.
- An Administrative Grade Export is pulled weekly, or bi-weekly depending on the time of the year, beginning with the first Progress Report. Any student earning less than a 60% in more than one course is placed on a list to be interviewed by the entire Leadership Team. Prior to the first Progress Reports and throughout the year, teachers are asked to email Principal Majova if a student needs such an interview in addition to the teacher's own individual support protocol. The foci of these interviews is a) identifying the cause(s) of the poor performance, b) short-term and long-term solutions, and c) reviewing with the student the consequences if his/her performance does not improve. Particular emphasis is placed on empowering the student to take personal control of his/her education/future.
- No student is suspended, even once, without a personal meeting with Principal Majova. Appropriate support and consequences are determined on a case-by-case basis.
- Any student receiving less than a 3 on the FCAT Reading and/or the Algebra I EOC examinations is automatically placed into a remedial course that can only be 'tested out' of once a passing score is

earned.

- Stanton has an Academic Review Committee consisting of eight adults. This committee provides support for students who struggled the previous year in order to break them out of the pattern. The ARC meets with both the child and the parents to review with them the available safety nets, e.g., tutoring, mentoring, Progress Monitoring Plan, etc...

#### Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	3	10	5	7	25
One or more suspensions	0	2	0	0	2
Course failure in ELA or Math	0	0	17	42	59
Level 1 on statewide assessment	5	4	2	6	17

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	1	2	1	1	5

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

(covered in I.A.3.a, and therefore replicated in full here)

- An Attendance Report is pulled bi-weekly and students who have missed more than 1 out of the past 10 days or 4 out of the past 45 are contacted.
- An Administrative Grade Export is pulled weekly, or bi-weekly depending on the time of the year, beginning with the first Progress Report. Any student earning less than a 60% in more than one course is placed on a list to be interviewed by the entire Leadership Team. Prior to the first Progress Reports and throughout the year, teachers are asked to email Principal Majova if a student needs such an interview in addition to the teacher's own individual support protocol. The foci of these interviews is a) identifying the cause(s) of the poor performance, b) short-term and long-term solutions, and c) reviewing with the student the consequences if his/her performance does not improve. Particular emphasis is placed on empowering the student to take personal control of his/her education/future.
- No student is suspended, even once, without a personal meeting with Principal Majova. Appropriate support and consequences are determined on a case-by-case basis.
- Any student receiving less than a 3 on the FCAT Reading and/or the Algebra I EOC examinations is automatically placed into a remedial course that can only be 'tested out' of once a passing score is earned.

#### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

## Will the school use its PIP to satisfy this question?

No

### PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

### Description

Stanton has a number of vibrant institutions that promote family engagement in the students' school life. They include:

- PTSA
- School Advisory Council
- Athletic Boosters
- Drama Boosters
- Band Boosters
- Lacrosse Boosters
- A Taste of IB 8th Grade parent open house (held twice annually)
- Financial aid information meetings
- Beacon financial aid sessions provided by volunteers
- Magnet Program 8th Grade Tours

In addition to the annual Open House, Stanton also opens its doors for individual parent nights for the IB Program in September, October, November, February, and March of each year. These meetings treat the IB requirements as well as the various challenges and opportunities presented by Stanton's curriculum and activities.

Publications include a quarterly newsletter known as "The Stantonian," the monthly "Devil's Advocate" school newspaper, and two frequently-updated websites: [stantoncollegeprep.org](http://stantoncollegeprep.org) and [stantonib.com](http://stantonib.com)

Finally, for any ad hoc needs or issues, Stanton employs a district automated phone service for school messages.

## Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### School Leadership Team

##### Membership

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

Name	Title
Majova Seane, Nongongoma	Principal
Kerr, Michael	Assistant Principal
Liles, Gerald	Administrative Support
Turba, Bob	Guidance Counselor
Hayward, Norma	Administrative Support
Glendinning, Diana	Administrative Support
Hemphill, Matthew	Assistant Principal
Klinger, Kelly	Assistant Principal
Crider, Chris	Administrative Support

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

**Principal, Nongongoma Majova-Seane:** The principal will provide the shared vision for the use of data-based decision making to the entire faculty as well as the foci for the year. She will also provide information about core instruction to teachers in her PLCs (Mathematics and Aesthetics). She will participate in student data collection and will assist teachers with needs-assessment and positive student support. Finally, she will provide the administrators the tool and schedule for monitoring instruction. She will ensure that all instructional programs are implemented with fidelity.

**Assistant Principal, Michael Kerr:** He will provide information about core instruction to teachers in his PLCs (Science PE//Health); will participate in student data collection; will assist teachers with the delivery of Tier 1 instruction/interventions; will collaborate with other staff to implement Tier 2 and/or Tier 3 interventions; and will assist with integrating Tier 1 materials/instruction with Tier 2/3 activities. He will act as liaison for implementation of RTI at the school level and will provide direct intervention services to an identified group of students and track their progress. He will provide information about school-wide and class-wide behavior curriculum and instruction; will participate in behavioral data collection; will provide professional development principles of "Foundations" to faculty and staff; and will collaborate with staff to implement behavioral interventions.

**Assistant Principal, Matthew Hemphill:** He will provide information about core instruction to teachers in his PLC (Social Studies and World Languages); will participate in student data collection; will assist teachers with the delivery of Tier 1 instruction/interventions; will collaborate with other staff to implement Tier 2 and/or Tier 3 interventions; and will assist with integrating Tier 1 materials/instruction with Tier 2/3 activities. He will ensure that Progress Monitor Plans (PMPs) are in place for every struggling student; will provide information about school-wide and class-wide behavior curriculum and instruction; will participate in behavioral data collection; will provide professional development principles of Foundations to faculty and staff; and will collaborate with staff to implement behavioral interventions.

**Assistant Principal, Kelly Klinger:** She will provide information about core instruction to teachers in her PLC (English Language Arts and Technology); will participate in student data collection; will assist teachers with the delivery of Tier 1 instruction/interventions; will collaborate with other staff to implement Tier 2 and/or Tier 3 interventions; and will assist with integrating Tier 1 materials/instruction with Tier 2/3 activities. She will provide information about school-wide and class-wide behavior curriculum and instruction; will participate in behavioral data collection; will provide professional development principles of Foundations to faculty and staff; and will collaborate with staff to implement behavioral interventions.

**Guidance Counselor, Bob Turba:** As part of the leadership team and the department head for our Guidance Department, he will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; will keep other counselors abreast of available interventions for at-risk students; will link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; will provide consultation services to general and special education teachers, parents, and administrators; will provide group and individual student interventions; and will conduct direct observation of student behavior via classroom visits.

**Activities Director, Dianna Glendinning:** She will provide information about school-wide and class-wide behavior curriculum and instruction; will keep a running record of RTI activities on the school-wide calendar. Will lead and oversee the Ignite student mentoring program.

**IB Coordinator, Gerald Liles:** He will provide technical support to IB teachers and staff regarding data management for any RTI-related issues; will support data retrieval for "at-risk" students, specifically with respect to the bi-weekly attendance and grade reports, and all IB examination data.

**Testing Coordinator, Norma Hayward:** She will personally supervise the ongoing remediation of students failing to earn a passing score on the Algebra I EOC or FCAT Reading. She will be in charge

of all data pertaining to the Advanced Placement examinations, and plays an active role in Leadership interviews with struggling students. She runs the Testing Lab after school.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

In implementing and monitoring our MTSS/RTI, the monitoring team analyzed the data from 2013/2014 school year. Duties were disseminated for each grade level and subject area. They worked together in the gathering of data used to develop the needs assessment of the school. The Principal shared the data with SAC to solicit their assistance with external resources. The Assistant Principal shared data and other pertinent information with department heads to solicit their input as the SIP is developed. The other Assistant Principals organized the needed training for the teacher-led RTI subgroup as well as the Literacy Leadership team. Each PLC will be provided data on all targets set for each Tier; academic and social areas will be addressed via seminars for gifted students and via Guidance Counselors for other students; the PLCs will develop a strategic plan to adjust classroom instruction and shift intentional interventions whenever there are areas that need attention. The Literacy Leadership and monitoring team will work together to monitor the interventions, adjust the modifications thereof, and align the entire schemata. The monitoring team will ensure that teachers are afforded the needed professional development training. The SIP is a living document and will be treated as such: data will be collected, disaggregated, analyzed and used to differentiate instruction for each child throughout the year.

Supplemental Academic Instruction (SAI) funding provided to the school is used to pay for teachers for the after school labs in efforts to increase student achievement in the core academic courses of reading, mathematics, and science.

CTE funds provided to the school are used to maintain current software, hardware, and curriculum supplements to ensure that students are kept abreast of current and emerging technology. The school has two School Technology Contacts and they work collaboratively to keep all technology up to par and available for teachers. They distributed laptop and iPad carts to department heads for use in each department.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nongongoma Majova-Seane	Principal
Sheila Heggood	Teacher
Matilda Bagby	Teacher
Mindy Menzel	Parent
Margery Barnhart	Parent
Wilma Case-Starks	Parent
Larry Cobb	Parent
Joseph Gates	Parent
Robin Herriff	Parent
LaWanda King-Butler	Parent
Sue Levine	Parent
Wen Raiti	Parent
Lorraine Rice	Parent
Dawn Sercu	Parent
Jackie Spiritas	Business/Community
Lisa Weber	Parent
Kim Wheeler	Parent
Kelsey Litchfield	Student
Raven Wright	Student

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

***Evaluation of last year's school improvement plan***

The School Advisory Council will contribute to the MTSS implementation and progress monitoring component of the school improvement plan. In the monthly meetings and mid-year stakeholders review, the SAC will assist in identifying the areas of improvement, understanding the issues that are involved with these areas and evaluating compiled and analyzed data in the SIP identified areas of concerns.

***Development of this school improvement plan***

No substantial change in the role of SAC in the development of the SIP from last year.

***Preparation of the school's annual budget and plan***

The SAC is a venue for all stakeholders to monitor the identified areas of improvement and provide input to the school improvement plan. The SAC will review the school budget and assist in allocating the use of school improvement funds to improve student achievement. The SAC will also participate in planning and monitoring of the school buildings and grounds and initiate activities or programs that generate greater cooperation between the community and the school. The SAC has a voluntary sub-committee that develops and compiles the list of projects for the school improvement funds. The committee then presents the projects to the membership during the monthly meetings and the membership votes on each project. The school improvement funds will be used to support classroom, departmental or school needs as outlined in the school improvement plan.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

N/A. Last year's funds arrived late; will be allocated this school year.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hayward, Norma	Administrative Support
Majova Seane, Nongongoma	Principal
Kerr, Michael	Assistant Principal
Hemphill, Matthew	Assistant Principal
Klinger, Kelly	Assistant Principal
Davis, Darlene	Teacher, K-12
Feierstein, Kathy	Teacher, K-12
Grove, Jeff	Teacher, K-12
Fleming, Bob	Teacher, K-12
Shepard, Ana	Teacher, K-12
Betancourt, Norah	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

1. Collaboration during PLC – Peruse data from all sources including CGAs, Achieve 3000 and teacher-made common assessments. Furthermore, identify areas of concern and share strategies to address areas of concern.
2. Use CGAs and Achieve 3000 baseline data to implement mini-focus lessons.
3. Workshop CGAs and the Achieve 3000 to ensure that all parties have a deeper understanding of what the assessments entail and understand the components thereof to drive instruction.
4. Focus on the struggling students for Reading and devise an after school lesson extension.
5. Monitor all systems pertaining to literacy.
6. Support teachers as needed.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers meet within their Professional Learning Communities at least once a week for Common Planning and at least twice a month for Professional Learning, i.e., reviewing pedagogy pertaining to

their curriculum. Teachers with the same subject area are, to the fullest extent permitted by logistics, given the same planning period in order to accommodate these meetings. The entire faculty gathers the first Wednesday of every month for a meeting in which at least one presentation is given on a text treating sound pedagogy and/or analyzing significant data pertaining to our student population. The instrument through which the faculty communicates to administration is the Faculty Forum.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

We will do the following:

1. Review transcripts and areas of certification for content knowledge, experience, qualifications and teaching experience---Principal and Interviewing Team
2. Ensure that all our teachers are active members of their various Professional Learning Communities---Monitoring Team
3. Ensure that our teachers are afforded the opportunity to attend needed professional development as prescribed in their IPDPs as well as AP and IB training based on their assignments for the year----Monitoring Team
4. Monitor classroom walkthroughs/visits data and feedback---Monitoring Team
5. Facilitate a veteran teacher mentoring program for new teachers (see below)

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Mentor Mentee

Jason Johnson ~ Nicolle Arteaga  
Brianna Wilson ~ Verna Simmons

Rationale:

All mentor teachers received Clinical Educator Training (CET) and are members of the mentee department.

Activities:

Pre-planning orientation, Beginning of the year luncheon with mentor, Development/completion support of Action Plan, Participate in bi-weekly professional learning community group (PLC), orientation with principal

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

All coursework at Stanton falls within either the AP-Honors or International Baccalaureate programs of study. Each of these represent the most rigorous, and rigorously assessed, programs of study available in Florida's public school system, if not in all of Florida. Every Stanton student will sit for a substantial summative assessment for each class, which is specifically-tailored to Florida's standards--or in the case of AP and IB curricula, more advanced and therefore requires mastery of the Florida standards as a foundation. Our teachers take time to unpack the standards throughout the year.

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Faculty meetings focus on the most recent data retrieved, be it college-level examinations, state assessments, or district EOCs.

Students falling in any number of at-risk demographics are interviewed by a guidance counselor who emails all teachers with an abstract of the students' specific needs. When students sign their college-level assessment agreement, they are asked to indicate whether or not they will need any accommodations. Students can receive a time-and-a-half, a scribe, extra tutoring before or after school, as well as modified labs if missed due to absences.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 32,400

Students who are in need of additional supports will be encouraged to attend these additional instructional intervention labs after school in reading, mathematics, science, history, essay-writing and test-prep. Even though it is open to all, students are targeted based upon baseline data described below, teacher recommendation, and parent solicitation.

In addition, Stanton has a plethora of clubs, activities, and sports that support the enrichment of students and contribute to a well-rounded education. Students are strongly encouraged to practice their leadership skills not only through various National Honor Societies (including World Languages) but also through creative clubs such as Anime and Multicultural.

Teachers participate in collaboration and professional development activities within the Early Dismissal time where student work is evaluated and best practices are shared.

**Strategy Rationale**

All our struggling will have a Progress Monitoring Plan, which would be inadequate without intentional extension of the learning time to address knowledge weaknesses and gaps.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Majova Seane, Nongongoma, majovan@duvalschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student attendance will be monitored. Data from baseline and progress monitoring assessments will be collected and analyzed to determine next steps. Students' cross-curricular grades will be monitored to evaluate effectiveness of Extended Learning time.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Rising 8th graders are invited to attend a program known as "Summer Bridge," in which they experience four days in a typical week at Stanton. 'Summer Bridgers' go to eight different classes each twice, getting a feel for the A-Day, B-Day block schedule system. They are also given a tour of

the school and compete in a scavenger hunt to reinforce their familiarity with the campus at the end of the week.

Once at Stanton, students are given a document titled, "Stanton's College Preparation Checklist" that comprehensively lists the year-by-year responsibilities of a Stanton student. It is adapted from the U.S. Department of Education's "College Preparation Checklist," and customized for Stanton students.

Additionally, at the beginning of each year individual class assemblies review the general and particular responsibilities and issues for each grade level. This is combined with classroom visits by the guidance counselors so that each student gets to know his/her counselor, at least by name and face. Finally, guidance counselors conclude each year with individual student meetings to provide personal assistance on course selections for the next year.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Stanton College Preparatory school promotes academic and career planning as part of the academic school day as we promote students to prepare for college and career. Guidance counselors and administration meet with each student to take course selections in the Spring. Even though, the coursework is scripted for the Advanced Placement and International Baccalaureate (IB) programs, students are encouraged to take courses that will support their future endeavors. Every 11th grade student is strongly encouraged to schedule an interview with their guidance counselor to discuss the process to apply to college. In addition, parent nights are scheduled to discuss course selections, application deadlines, Free Application for Federal Student Aid, and other pertinent information.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

As part of our vision and mission, our school offers multiple courses to help students with connections to their future. Beginning in the ninth grade year, we offer students courses in Television Production, Information Technology, and Arts (Band, Studio Art, and Film). In areas of Mathematics, Science, Social Studies, and English and Language Arts and how these courses are the foundation for Post secondary readiness. In addition, Advanced Placement (AP)/Honors students take either Test Preparatory course (which support SAT/ACT/PERT) or Strategies for Learning Success (SLS). Our elective courses in English Language Arts (Journalism and Creative Writing) and Social Studies (Psychology, Sociology, MicroEconomics, MacroEconomics) also give students an avenue to experience career/subject relevance. All IB students are required to identify a sixth subject for advanced knowledge that relates to their major area of study. Teachers in our school come from various professions prior to teaching, thus providing an advantage as they are able to map course-to-world connections.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

There are several strategies that we use to improve student readiness for the public post-secondary level.

\*All students take courses at the Honors/Advanced Placement level

\*Offer International Baccalaureate (IB) diploma program as an IB World School

\*In addition to classroom instruction, all 9th-11th grade students take the PSAT in order to make them familiar with the format/structure of the SAT. Students are provided the online resources that accompany the exam. This data is used to provide targeted instruction for ELA and Mathematics teachers.

\*Students and parents are notified by individual letters denoting their score on a post-secondary readiness exam as well as the expectations for students to take the exams early in their junior year.

\*Seniors that have not met post-secondary readiness scores are enrolled in a College Readiness course in order to support their skills in those areas and are strongly encouraged to retake the exams to meet their proficiency.

\*To encourage a "college going" atmosphere, SAT/ACT test dates are posted in the Main Hallway. We post the testing dates as well in the Stantonian and school calendars.

\*Hosting College Night as well as college interest meeting with admission counselor

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Stanton hosts a variety of extracurricular test-preparation classes in addition to college essay training and collegiate analytical skills that form a fundamental part of their core coursework.

The High School Feedback Report outlines the percentages across the state of SAT and ACT performance (amongst others) and college-bound statistics. By each of these indicators Stanton performs well above the state average. However, it is committed to perpetual improvement; Stanton pursues perfection, not a percentile rank.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                    **B** = Barrier                    **S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase the percentage of highly effective teachers as measured by the Florida RTTT evaluation system.
- G2.** Maintain and/or improve Student Achievement Proficiency on the U.S. History Advanced Placement exam.
- G3.** Maintain and/or improve Student Achievement Proficiency in reading as measured by the Achieve 3000 test as well as increase the number of bottom quartile students making gains in reading.
- G4.** Improve Student Achievement Proficiency on Geometry End of Course exam.
- G5.** Build Student Achievement capacity in writing in each content area through PLC analysis of students' work.
- G6.** Maintain and/or Improve Student Achievement Proficiency on Biology End of Course exam.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Increase the percentage of highly effective teachers as measured by the Florida RTTT evaluation system. 1a

**Targets Supported** 1b

 G046841

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0

**Resources Available to Support the Goal** 2

- 

**Targeted Barriers to Achieving the Goal** 3

- Time constraints make ongoing discussion of the RTTT difficult.

**Plan to Monitor Progress Toward G1.** 8

Pre-observation meetings, observations, and post-observation discussions.

**Person Responsible**

Nongongoma Majova Seane

**Schedule**

On 4/30/2015

**Evidence of Completion**

Reflection instruments as provided by the district.

**G2.** Maintain and/or improve Student Achievement Proficiency on the U.S. History Advanced Placement exam. 1a

**Targets Supported** 1b

 G046836

Indicator	Annual Target
FAA Writing Proficiency	100.0

**Resources Available to Support the Goal** 2

- Professional Learning Community and Common Planning meetings, released past Advanced Placement exams, and College Board examiner training.

**Targeted Barriers to Achieving the Goal** 3

**Plan to Monitor Progress Toward G2.** 8

**Person Responsible**

Nongongoma Majova Seane

**Schedule**

**Evidence of Completion**

**G3.** Maintain and/or improve Student Achievement Proficiency in reading as measured by the Achieve 3000 test as well as increase the number of bottom quartile students making gains in reading. **1a**

**Targets Supported** **1b**

 G045708

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	100.0

**Resources Available to Support the Goal** **2**

- In school safety-nets, after school enrichment classes, curriculum related ancillary materials and activity buses for students who stay for after school help
- iLit software, Achieve 3000, Write To Learn, Curriculum Guide Assessments

**Targeted Barriers to Achieving the Goal** **3**

- Struggling students' resistance to the opportunity to participate in the after school Reading Enrichment Lab
- Students below reading proficiency by multiple grade levels

**Plan to Monitor Progress Toward G3.** **8**

Monitor Math, Reading, Writing and Biology labs attendance and Student grades

**Person Responsible**

Nongongoma Majova Seane

**Schedule**

Monthly, from 9/22/2014 to 5/1/2015

**Evidence of Completion**

Lab instructors will keep attendance, administrators will review student grades

**G4.** Improve Student Achievement Proficiency on Geometry End of Course exam. 1a

 G045709

**Targets Supported** 1b

Indicator	Annual Target
Geometry EOC Pass Rate	90.0

**Resources Available to Support the Goal** 2

- In school safety-nets, after school enrichment class, Mathematics lab, curriculum related ancillary materials and activity buses for students who stay for after school help
- Florida Assessment System Online Support tool, Carnegie Online Learning

**Targeted Barriers to Achieving the Goal** 3

- The focus and format of the exam is changing in ways that are both new and possibly foreign to the students.

**Plan to Monitor Progress Toward G4.** 8

Lesson plans will be adjusted based on student classroom performance

**Person Responsible**

Nongongoma Majova Seane

**Schedule**

Weekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

PLC Notes and teacher lesson plans

**G5.** Build Student Achievement capacity in writing in each content area through PLC analysis of students' work. **1a**



**Targets Supported** **1b**

Indicator	Annual Target
FAA Writing Proficiency	100.0

**Resources Available to Support the Goal** **2**

- Textbooks, novels, plays, writing prompts, FSA rubrics, Write To Learn, Achieve 3000, Curriculum Guide Assessments, PLC/Common Planning where teachers calibrate scoring through analysis of student writing samples

**Targeted Barriers to Achieving the Goal** **3**

- Increasing rigor in writing instruction as demanded by new Florida State Standards, AP, and IB assessments

**Plan to Monitor Progress Toward G5.** **8**

PLC's will look at representative sample writing pieces and work to design interventions based on student performance

**Person Responsible**

Nongongoma Majova Seane

**Schedule**

Weekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

PLC Notes, lesson plans

**G6.** Maintain and/or Improve Student Achievement Proficiency on Biology End of Course exam. 1a

 G045711

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	100.0

**Resources Available to Support the Goal** 2

- Common planning; district support via Science Specialist; in-school safety nets, after school enrichment class (Biology Lab); curriculum related ancillary materials and activity buses for students who stay for after school help
- Achieve 3000

**Targeted Barriers to Achieving the Goal** 3

- Student reading difficulties with content material
- Struggling students' resistance to the opportunity to participate in the after school Biology Lab.

**Plan to Monitor Progress Toward G6.** 8

Each of the parties listed above will keep track of student progress on assessments, assignments, labs, and entrance/exit tickets

**Person Responsible**

Nongongoma Majova Seane

**Schedule**

Weekly, from 9/19/2014 to 5/1/2015

**Evidence of Completion**

Grades, student lead and teacher lead discussions, Professional Learning Community analysis of student work results.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal              **B** = Barrier              **S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

**G1.** Increase the percentage of highly effective teachers as measured by the Florida RTTT evaluation system.

**1**

 **G046841**

**G1.B1** Time constraints make ongoing discussion of the RTTT difficult. **2**

 **B116405**

**G1.B1.S1** Provide teachers with training on the details of the Florida RTTT evaluation system. **4**

 **S128126**

### Strategy Rationale

To deepen the understanding of the evaluation system while ensuring that there is consistency across the board.

### Action Step 1 **5**

Workshop the Danielson Model during Pre-Planning and give new teachers a follow-up training session to deepen and firm up understanding.

#### Person Responsible

Nongongoma Majova Seane

#### Schedule

Monthly, from 8/14/2014 to 6/5/2015

#### Evidence of Completion

A presentation to the faculty.

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom visits, pre-and-post conference meetings

### **Person Responsible**

Nongongoma Majova Seane

### **Schedule**

Weekly, from 9/29/2014 to 11/3/2014

### ***Evidence of Completion***

"My Profile" reflection instruments, and Next Steps

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analysis of final RTTT scores

### **Person Responsible**

Nongongoma Majova Seane

### **Schedule**

On 3/31/2015

### ***Evidence of Completion***

Change in percentage of highly effective teachers

**G3.** Maintain and/or improve Student Achievement Proficiency in reading as measured by the Achieve 3000 test as well as increase the number of bottom quartile students making gains in reading. 1

 G045708

**G3.B1** Struggling students' resistance to the opportunity to participate in the after school Reading Enrichment Lab 2

 B112885

**G3.B1.S1** Monitor struggling students and those that were not at proficiency level on the 2014 FCAT 2.0. Continued follow up with students in monitoring attendance, progress on CGAs, and grades 4

 S124216

### Strategy Rationale

To ensure that struggling readers achieve proficiency levels by taking advantage of provided safety nets.

### Action Step 1 5

Hold struggling students accountable for monthly attendance at the after school Reading Enrichment lab.

#### Person Responsible

Kelly Klinger

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Students will be at proficiency level and the number of learning gains for the bottom quartile will increase.

### Action Step 2 5

The Leadership team will meet with bottom quartile students and refer them to the Reading lab

#### Person Responsible

Matthew Hemphill

#### Schedule

Biweekly, from 9/19/2014 to 5/1/2015

#### Evidence of Completion

Completed Academic Probation form

## Action Step 3 5

Write Individual Progress Monitoring Plans and Communicate recommendation to labs with parents

### **Person Responsible**

Michael Kerr

### **Schedule**

Biweekly, from 9/1/2014 to 5/1/2015

### ***Evidence of Completion***

Signed Progress Monitoring Plans

## Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor students through the second half of Leadership Team meetings

### **Person Responsible**

Nongongoma Majova Seane

### **Schedule**

Biweekly, from 9/22/2014 to 5/1/2015

### ***Evidence of Completion***

Progress Monitoring Plan amendments and notes in Monitoring Academic Progress (MAP) Database

## Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Evaluation of Achieve 3000 lexile scores

### **Person Responsible**

Nongongoma Majova Seane

### **Schedule**

Annually, from 9/22/2014 to 6/8/2015

### ***Evidence of Completion***

Data reports showing increased lexile scores

**G3.B2 Students below reading proficiency by multiple grade levels** 2

 B112886

**G3.B2.S1** Teachers will use CGA and Achieve 3000 data to differentiate instruction to develop students' critical reading skills 4

 S124218

**Strategy Rationale**

All students must be met at the level of their instructional needs.

**Action Step 1** 5

Teachers will collaborate during common planning to develop and implement common lessons and assessments based on available data such Achieve 3000 and CGAs

**Person Responsible**

Kelly Klinger

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Common lesson plans and assessments.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Monitoring Team will review lesson plans for differentiation during quarterly curriculum review.

**Person Responsible**

Nongongoma Majova Seane

**Schedule**

Quarterly, from 9/29/2014 to 6/5/2015

**Evidence of Completion**

Minutes from Monitoring Time and Quarterly Curriculum Reviews.

## Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor student results on the various assessments, e.g. Achieve 3000, CGAs and FSA Reading Assessments.

### Person Responsible

Nongongoma Majova Seane

### Schedule

### Evidence of Completion

Minutes from Professional Learning Community (PLC)

## G4. Improve Student Achievement Proficiency on Geometry End of Course exam. 1

 G045709

**G4.B1** The focus and format of the exam is changing in ways that are both new and possibly foreign to the students. 2

 B112888

**G4.B1.S1** Teachers take and create opportunities to continually expose students to the new question formats, e.g., identify all answers that are correct answers as opposed to the standard multiple choice where there is a single "best" answer. 4

 S124221

### Strategy Rationale

Students must learn that genuine understanding is demonstrable in multiple forms, not just in the form of one particular standardized test.

## Action Step 1 5

Teachers will collaborate within common planning and PLCs to develop lesson plans which review with the students a broad diversity of question-forms treating the same Geometry concepts.

### Person Responsible

Nongongoma Majova Seane

### Schedule

Weekly, from 9/19/2014 to 6/5/2015

### Evidence of Completion

Lesson plans sampling several different question forms.

## Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teachers discuss and review student response to multiple question forms in their Professional Learning Community meetings.

### Person Responsible

Nongongoma Majova Seane

### Schedule

Monthly, from 9/19/2014 to 6/5/2015

### Evidence of Completion

PLC Minutes

## Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Geometry End of Course examination score analysis

### Person Responsible

Nongongoma Majova Seane

### Schedule

Monthly, from 10/2/2014 to 5/29/2015

### Evidence of Completion

Update of data notebook

**G4.B1.S2** Teachers routinely create opportunities for students to take assessments via a computer terminal in a manner that is roughly equivalent to the actual EOC testing environment. (The assessments will be both in-class and at-home to provide broad exposure to the testing environment.) 4

### Strategy Rationale

 S127805

Comfort with the exam will come with familiarity with its form, mode, and interphase.

## Action Step 1 5

### Person Responsible

### Schedule

### Evidence of Completion

**G5.** Build Student Achievement capacity in writing in each content area through PLC analysis of students' work. 1

 G045710

**G5.B1** Increasing rigor in writing instruction as demanded by new Florida State Standards, AP, and IB assessments 2

 B112891

**G5.B1.S1** Instructors will plan vertically and develop a cross-curricular writing plan. 4

 S124224

**Strategy Rationale**

To help students recognize the common utility of writing in all academic areas.

**Action Step 1** 5

Teachers will provide increased opportunities for students to further develop their writing skills through the use of the new FSA rubric and sample papers.

**Person Responsible**

Kelly Klinger

**Schedule**

Biweekly, from 9/22/2014 to 5/1/2015

**Evidence of Completion**

Student writing portfolios, which include timed and untimed writing assignments scored using the new FSA rubric.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Instruction and practice will be monitored through writing assessments each quarter

**Person Responsible**

Kelly Klinger

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Notes of PLC meetings will reflect evidence of discussion of student work.

## Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Monitoring Team will review student writing portfolios as part of Quarterly Curriculum Review

### Person Responsible

Nongongoma Majova Seane

### Schedule

### ***Evidence of Completion***

Quarterly Curriculum Review and meeting minutes

**G5.B1.S2** Instructors will continue to focus on drafting and increased opportunities for students to revise their work for clarity and completeness. 4

 S124225

### Strategy Rationale

Writing defects that go unrecognized are repeated again and again, and draft revision is the primary means through which any writer recognizes said defects.

## Action Step 1 5

Through Common Planning, lessons will be developed where students are able to draft and edit their work

### Person Responsible

'Til Bagby

### Schedule

Biweekly, from 9/22/2014 to 6/5/2015

### ***Evidence of Completion***

Student sample work

## Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Analysis of Student Work during PLC meeting

### **Person Responsible**

Kelly Klinger

### **Schedule**

Monthly, from 9/26/2014 to 6/5/2015

### ***Evidence of Completion***

PLC Minutes

## Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Student writing performance improves on teacher assessments

### **Person Responsible**

Nongongoma Majova Seane

### **Schedule**

Quarterly, from 9/22/2014 to 6/5/2015

### ***Evidence of Completion***

Student performance on assessments

G6. Maintain and/or Improve Student Achievement Proficiency on Biology End of Course exam. 1

 G045711

G6.B1 Student reading difficulties with content material 2

 B112892

G6.B1.S1 Close reading strategies, argument-driven inquiry, 5 E's of learning cycle model for lesson plans 4

 S124226

**Strategy Rationale**

Students require access to special pedagogical scaffolding which include skills and strategies for reading in the content area.

**Action Step 1 5**

Use available data to identify areas of weakness pertaining to reading in the content area.

**Person Responsible**

Michael Kerr

**Schedule**

Biweekly, from 9/19/2014 to 5/1/2015

**Evidence of Completion**

Results from common assignments, common assessments, and similar entrance/exit tickets will be analyzed.

**Action Step 2 5**

Will collaborate during common planning to develop and implement common lessons and assessments that focus on reading skills in the content area.

**Person Responsible**

Norah Betancourt

**Schedule**

**Evidence of Completion**

Common planning minutes

## Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Teacher will monitor results on common assessments that require content area reading comprehension.

### **Person Responsible**

Michael Kerr

### **Schedule**

Quarterly, from 9/19/2014 to 5/1/2015

### ***Evidence of Completion***

Teachers, students, and parents will monitor the results of common assessments, labs, and similar entrance/exit tickets.

## Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Monitoring Team will review common assessments and common planning notes to analyze student improvement.

### **Person Responsible**

Nongongoma Majova Seane

### **Schedule**

Quarterly, from 9/19/2014 to 5/1/2015

### ***Evidence of Completion***

Quarterly Curriculum Review, meeting minutes

**G6.B2** Struggling students' resistance to the opportunity to participate in the after school Biology Lab. 2

 B112893

**G6.B2.S1** Monitor struggling students and those that were not at proficiency level on the 2014 FCAT 2.0. Continued follow up with students in monitoring attendance, progress on CGAs, and grades. 4

 S124227

**Strategy Rationale**

To ensure that struggling Biology students achieve proficiency levels by taking advantage of provided safety nets.

**Action Step 1** 5

Hold struggling students accountable for monthly attendance at the after school Biology Enrichment lab.

**Person Responsible**

Michael Kerr

**Schedule**

Monthly, from 9/19/2014 to 5/1/2015

**Evidence of Completion**

Students will be at proficiency level and the number of learning gains for the bottom quartile will increase

**Action Step 2** 5

The Leadership team will meet with bottom quartile students and refer them to the Biology lab.

**Person Responsible**

Nongongoma Majova Seane

**Schedule**

Biweekly, from 9/19/2014 to 5/1/2015

**Evidence of Completion**

Completed Academic Probation form

## Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Monitor students through the second half of Leadership Team meetings

### Person Responsible

Michael Kerr

### Schedule

Quarterly, from 10/31/2014 to 5/1/2015

### Evidence of Completion

Progress Monitoring Plan on the MAP database.

## Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Evaluation of Biology EOC scores.

### Person Responsible

Nongongoma Majova Seane

### Schedule

Annually, from 10/27/2014 to 5/1/2015

### Evidence of Completion

Data reports showing increased Biology EOC scores.

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Hold struggling students accountable for monthly attendance at the after school Reading Enrichment lab.	Klinger, Kelly	8/18/2014	Students will be at proficiency level and the number of learning gains for the bottom quartile will increase.	6/5/2015 daily
G3.B2.S1.A1	Teachers will collaborate during common planning to develop and implement common lessons and assessments based on available data such Achieve 3000 and CGAs	Klinger, Kelly	9/29/2014	Common lesson plans and assessments.	5/29/2015 weekly
G4.B1.S1.A1	Teachers will collaborate within common planning and PLCs to develop lesson plans which review with the students a broad diversity of question-forms treating the same Geometry concepts.	Majova Seane, Nongongoma	9/19/2014	Lesson plans sampling several different question forms.	6/5/2015 weekly
G5.B1.S1.A1	Teachers will provide increased opportunities for students to further develop their writing skills through the	Klinger, Kelly	9/22/2014	Student writing portfolios, which include timed and untimed writing assignments scored using the new FSA rubric.	5/1/2015 biweekly

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**Stanton College Preparatory**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	use of the new FSA rubric and sample papers.				
G5.B1.S2.A1	Through Common Planning, lessons will be developed where students are able to draft and edit their work	Bagby, 'Til	9/22/2014	Student sample work	6/5/2015 biweekly
G6.B1.S1.A1	Use available data to identify areas of weakness pertaining to reading in the content area.	Kerr, Michael	9/19/2014	Results from common assignments, common assessments, and similar entrance/exit tickets will be analyzed.	5/1/2015 biweekly
G6.B2.S1.A1	Hold struggling students accountable for monthly attendance at the after school Biology Enrichment lab.	Kerr, Michael	9/19/2014	Students will be at proficiency level and the number of learning gains for the bottom quartile will increase	5/1/2015 monthly
G1.B1.S1.A1	Workshop the Danielson Model during Pre-Planning and give new teachers a follow-up training session to deepen and firm up understanding.	Majova Seane, Nongongoma	8/14/2014	A presentation to the faculty.	6/5/2015 monthly
G4.B1.S2.A1	[no content entered]			one-time	
G3.B1.S1.A2	The Leadership team will meet with bottom quartile students and refer them to the Reading lab	Hemphill, Matthew	9/19/2014	Completed Academic Probation form	5/1/2015 biweekly
G6.B1.S1.A2	Will collaborate during common planning to develop and implement common lessons and assessments that focus on reading skills in the content area.	Betancourt, Norah	Common planning minutes	one-time	
G6.B2.S1.A2	The Leadership team will meet with bottom quartile students and refer them to the Biology lab.	Majova Seane, Nongongoma	9/19/2014	Completed Academic Probation form	5/1/2015 biweekly
G3.B1.S1.A3	Write Individual Progress Monitoring Plans and Communicate recommendation to labs with parents	Kerr, Michael	9/1/2014	Signed Progress Monitoring Plans	5/1/2015 biweekly
G1.MA1	Pre-observation meetings, observations, and post-observation discussions.	Majova Seane, Nongongoma	9/22/2014	Reflection instruments as provided by the district.	4/30/2015 one-time
G1.B1.S1.MA1	Analysis of final RTTT scores	Majova Seane, Nongongoma	12/1/2014	Change in percentage of highly effective teachers	3/31/2015 one-time
G1.B1.S1.MA1	Classroom visits, pre-and-post conference meetings	Majova Seane, Nongongoma	9/29/2014	"My Profile" reflection instruments, and Next Steps	11/3/2014 weekly
G2.MA1	[no content entered]	Majova Seane, Nongongoma		one-time	
G3.MA1	Monitor Math, Reading, Writing and Biology labs attendance and Student grades	Majova Seane, Nongongoma	9/22/2014	Lab instructors will keep attendance, administrators will review student grades	5/1/2015 monthly
G3.B1.S1.MA1	Evaluation of Achieve 3000 lexile scores	Majova Seane, Nongongoma	9/22/2014	Data reports showing increased lexile scores	6/8/2015 annually
G3.B1.S1.MA1	Monitor students through the second half of Leadership Team meetings	Majova Seane, Nongongoma	9/22/2014	Progress Monitoring Plan amendments and notes in Monitoring Academic Progress (MAP) Database	5/1/2015 biweekly
G3.B2.S1.MA1	Monitor student results on the various assessments, e.g. Achieve 3000, CGAs and FSA Reading Assessments.	Majova Seane, Nongongoma	6/1/2015	Minutes from Professional Learning Community (PLC)	one-time
G3.B2.S1.MA1	Monitoring Team will review lesson plans for differentiation during quarterly curriculum review.	Majova Seane, Nongongoma	9/29/2014	Minutes from Monitoring Time and Quarterly Curriculum Reviews.	6/5/2015 quarterly
G4.MA1	Lesson plans will be adjusted based on student classroom performance	Majova Seane, Nongongoma	9/22/2014	PLC Notes and teacher lesson plans	6/5/2015 weekly
G4.B1.S1.MA1	Geometry End of Course examination score analysis	Majova Seane, Nongongoma	10/2/2014	Update of data notebook	5/29/2015 monthly
G4.B1.S1.MA1	Teachers discuss and review student response to multiple question forms in	Majova Seane, Nongongoma	9/19/2014	PLC Minutes	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	their Professional Learning Community meetings.				
G5.MA1	PLC's will look at representative sample writing pieces and work to design interventions based on student performance	Majova Seane, Nongongoma	9/22/2014	PLC Notes, lesson plans	6/5/2015 weekly
G5.B1.S1.MA1	Monitoring Team will review student writing portfolios as part of Quarterly Curriculum Review	Majova Seane, Nongongoma	6/5/2015	Quarterly Curriculum Review and meeting minutes	quarterly
G5.B1.S1.MA1	Instruction and practice will be monitored through writing assessments each quarter	Klinger, Kelly	8/18/2014	Notes of PLC meetings will reflect evidence of discussion of student work.	6/5/2015 biweekly
G5.B1.S2.MA1	Student writing performance improves on teacher assessments	Majova Seane, Nongongoma	9/22/2014	Student performance on assessments	6/5/2015 quarterly
G5.B1.S2.MA1	Analysis of Student Work during PLC meeting	Klinger, Kelly	9/26/2014	PLC Minutes	6/5/2015 monthly
G6.MA1	Each of the parties listed above will keep track of student progress on assessments, assignments, labs, and entrance/exit tickets	Majova Seane, Nongongoma	9/19/2014	Grades, student lead and teacher lead discussions, Professional Learning Community analysis of student work results.	5/1/2015 weekly
G6.B1.S1.MA1	Monitoring Team will review common assessments and common planning notes to analyze student improvement.	Majova Seane, Nongongoma	9/19/2014	Quarterly Curriculum Review, meeting minutes	5/1/2015 quarterly
G6.B1.S1.MA1	Teacher will monitor results on common assessments that require content area reading comprehension.	Kerr, Michael	9/19/2014	Teachers, students, and parents will monitor the results of common assessments, labs, and similar entrance/exit tickets.	5/1/2015 quarterly
G6.B2.S1.MA1	Evaluation of Biology EOC scores.	Majova Seane, Nongongoma	10/27/2014	Data reports showing increased Biology EOC scores.	5/1/2015 annually
G6.B2.S1.MA1	Monitor students through the second half of Leadership Team meetings	Kerr, Michael	10/31/2014	Progress Monitoring Plan on the MAP database.	5/1/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase the percentage of highly effective teachers as measured by the Florida RTTT evaluation system.

**G1.B1** Time constraints make ongoing discussion of the RTTT difficult.

**G1.B1.S1** Provide teachers with training on the details of the Florida RTTT evaluation system.

### **PD Opportunity 1**

Workshop the Danielson Model during Pre-Planning and give new teachers a follow-up training session to deepen and firm up understanding.

#### **Facilitator**

Nongongoma Majova Seane

#### **Participants**

Full Stanton Faculty

#### **Schedule**

Monthly, from 8/14/2014 to 6/5/2015