

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Nongongoma Majova-Seane

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

Official School Name Stanton College Preparatory School

(As it should appear in the official records)

School Mailing Address 1149 W. 13th Street

(If address is P.O. Box, also include street address.)

Jacksonville FL 32209-5610  
City State Zip Code+4 (9 digits total)

County Duval

Telephone (904) 630-6760

Fax (904) 630-6758

Web site/URL  
https://dcps.duvalschools.org/Stanton

E-mail majovan@duvalschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Diana Greene

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail greened@duvalschools.org

District Name Duval County Public Schools Tel. (904) 390-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Paula Wright

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

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

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	0	0	0
<b>1</b>	0	0	0
<b>2</b>	0	0	0
<b>3</b>	0	0	0
<b>4</b>	0	0	0
<b>5</b>	0	0	0
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	220	257	477
<b>10</b>	211	221	432
<b>11</b>	156	200	356
<b>12 or higher</b>	175	192	367
<b>Total Students</b>	762	870	1632

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 28 % Asian
  - 15 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 44 % White
  - 4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 3%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	46
(3) Total of all transferred students [sum of rows (1) and (2)]	46
(4) Total number of students in the school as of October 1, 2016	1581
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Burmese

7. Students eligible for free/reduced-priced meals: 23 %  
Total number students who qualify: 382

8. Students receiving special education services: 1 %  
9 Total number of students served

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

- |                                  |  |
|----------------------------------|--|
| <u>3</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>1</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>3</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	55
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	19
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 30:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	98%	98%	98%	98%
High school graduation rate	100%	100%	100%	100%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<b>Post-Secondary Status</b>	
Graduating class size	328
Enrolled in a 4-year college or university	95%
Enrolled in a community college	5%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 1986

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

To provide educational excellence in every classroom, for every student, everyday.

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

Stanton College Preparatory School is a dedicated magnet school comprised of two programs: Advanced Placement (AP)/Honors and the International Baccalaureate (IB) program. Both programs have a different selection process. Each year, the number of seats available for entering students is determined by building capacity. Students have continuity from year to year by fulfilling the requirements of maintaining a 2.0 unweighted GPA and passing all of their courses. If students are entering Stanton during the ninth grade, they must successfully complete Algebra I.

For the AP/Honors program, students apply through a magnet lottery where there are nine priority areas and placements are determined by choice and priorities. The grade level priorities are neighborhood (9-12), former attendance area (9-12), military dependent (9-12), program continuity with sibling (9), program continuity (9), sibling preference (9-12), principal's signature (9-12), no principal signature (9-12) and not eligible for the program(9-12). Students and parents are able to tour the school during the fall and winter and applications are due in February to the Duval County Public Schools' Choice Office. The School Choice office oversees the magnet lottery process and parent notifications.

The IB program has an application process where students apply through Duval County Public Schools' High School Acceleration Program in the ninth grade. Applications for the program are due in January to allow students that were not admitted into the IB program an opportunity to apply through the magnet process. The minimum application requirement is a minimum of a Level 3 on the Grade 7 Florida Standards Assessment (FSA) and/or Norm Reference Test (NRT) in Reading and Math, minimum 2.75 annual middle school GPA and the student submits a personal statement focused on their own reflections on an academic strength and area of growth for entering high school. Additionally, enrollment requires the successful completion of Algebra I. Students are ranked in order according to the total points that is determined by the point evaluation for the minimum application requirements and the top 150 students are admitted. If there are several students at the same rank at the 150-seat limit, then all of the students within that rank band are offered a seat by the High School Acceleration Programs office.



## **PART III – SUMMARY**

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Stanton College Preparatory School is a dedicated magnet high school located in an urban area in Jacksonville, Florida that serves approximately 1600 9th through 12th grade students from all over the county. Some of the students and families in the surrounding area apply for entrance into one of the school's academic programs.

Stanton College Preparatory School, named after Edwin McMasters Stanton, is the oldest continually operating high school in Florida and draws from the rich community traditions of the past while reaching for a new tradition of advanced academic achievement. Built in the 1860s, Stanton was twice destroyed by fire, rebuilt, moved, and changed from a comprehensive to vocational curricula. In 1981, Stanton College Preparatory School became Duval County Public Schools' first magnet school and began with grades 7th through 10th adding one grade level each succeeding year. In 1984, 54 students became the first graduating class in the school's history. Stanton College Preparatory School now serves secondary students living within the 841 square miles of the Duval County school district and leads Duval County Public Schools in academic achievement. Stanton consistently ranks first in the county and in the top three in the state for the number of National Merit Semi-Finalists.

The vision of Stanton College Preparatory school mirrors the one from Duval County Public Schools, which is to ensure that every student is inspired and prepared for success in college or a career and life. Through our rigorous school tracks of AP/Honors and IB, students are challenged to develop their full potential academically. The teachers at the school are supported through professional trainings offered through College Board (Summer Institutes and Annual Conference), the Florida Association of IB World Schools, and the IB Conference of the Americas. Many of the teachers have furthered their professional development through the National Board certification, as readers for College Board examinations, and members in professional content area associations. In addition to the four school counselors that support students academically and socially, the school also has an IB coordinator, 504/ESE support teacher, and school activities director. The school activities director is also our leadership teacher and senior class sponsor who keeps an elaborate calendar for the school which includes pep rally, spirit weeks, dances, and celebrations for student achievement.

Students are supported beginning the summer before the entry into the ninth grade. Stanton offers a Summer Bridge Program for students to become oriented with the school, meet current students/faculty/administration/staff. Students rotate through different subject areas to preview the arts (visual, theater, band, and film), world languages, academic coursework, and technology platforms such as OneView. In the ninth grade, students take Great Books where the emphasis is on Shared Inquiry. Through the curriculum, students chunk text and practice skills to discuss and analyze for understanding. This foundational course helps students academically as they grapple with difficult college level courses in the higher grade levels as it promotes critical thinking, speaking, listening, and writing skills. As juniors, students in the AP/Honors program take a Personal, Social, Family Relationships (PSFR) course where they discuss relevant and current topics such as cyberbullying, suicide, and date rape in a safe learning environment. Students enrolled in the IB program complete Creativity, Activity and Service (CAS) hours where they expand their experiences in those areas which includes a reflection component.

Stanton College Preparatory School offers a full array of sports which allows students to not only be physically fit and learn the responsibilities of time management skills with their academics. We have an Athletics Director who supervises fall, winter and spring sports. Our fall sports includes Cheerleading; Volleyball; Girls Cross Country; Boys Cross Country; Girls Golf; Boys Golf; Girls Swim; Boys Swim; Girls Bowling; and Football. Several student athletes have qualified state including: Cross Country Girls (1 - State Qualifier); Cross Country Boys – (2 - State Qualifiers); Swim Girls – (2 - State Qualifiers); and Swim Boys – (7 - State Qualifiers).

In the winter, Stanton offers Girls Varsity Soccer; Boys Varsity Soccer; Weightlifting; Boys Varsity Basketball; Girls Varsity Basketball, Slow Pitch Softball, and Wrestling. Some of our highlights in the winter sports include Girls Varsity Soccer – (2016-2017) which were District Champions, Regional

Champions, and State Runner-ups. This year, the Girls Varsity Soccer team played in the Regional Finals. In addition, we had several regional qualifiers in Wrestling. We are currently in the middle of our spring sports which includes Baseball; Girls Tennis; Boys Tennis; Girls Flag Football; Girls Fast-Pitch Softball; Girls Track and Field; Boys Track and Field; Girls Lacrosse; and Boys Lacrosse.

Teachers, guidance counselors, and administrators analyze data to monitor students to ensure that students are able to meet the requirement of passing all courses and maintaining a 2.0 GPA to remain in a dedicated magnet school. Teachers maintain a contact log and complete a progress monitoring plan for students that are not demonstrating academic success in the classroom. The leadership team/Academic Review Committee comprised of school administrators, athletic director, school counselor chair, IB coordinator, testing coordinator, ESE/504 teacher lead, and school activities director meet weekly to have conversations with students regarding their plan to improve failing grades. Teachers refer to this meeting as a “Principal Fix” because student behavior adapt after meeting with the leadership team as students take ownership of learning and implement changes. Stanton also offers afterschool tutoring labs in reading, writing, math, and science.

After being named a National Blue Ribbon School in 1986-1987, Stanton College Preparatory School has continued to grow and make continuous improvements to it practices by involving all stakeholders. Since 1986, there have been changes in the curriculum and instruction where 9th and 10th grade core courses are not program specific. AP/Honor students that express an interest are able to transition into the IB program or take IB courses and earn Certificates in the courses in which the student excels.

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

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### **1. Core Curriculum:**

The core curriculum at Stanton College Preparatory School, its sequence and scope, has evolved over the past 30 years and seeks to develop a foundational knowledge base in the areas of English Language Arts, Social Studies, Experimental Sciences, and Mathematics to provide students with the opportunity to expand into specialized areas in their post-secondary endeavors. The school offers two programs of study, the AP/Honors program and the IB Diploma Programme. Each program shares core courses in the 9th and 10th grade and has specialized program sequences in the 11th and 12th grade. Administration and faculty use research and data driven instructional strategies to support the multiple learning styles of the student body focusing on the whole student. Annually, students are assessed in their understanding of this foundational knowledge through district, state, AP and IB assessments. In addition to the core academic foundations, students are counseled in the multiple honor societies, service clubs, and special interest organizations available at the school in order to expand their individual understanding of the immediate, surrounding, and greater communities, and instill a mindset of global citizenship.

The English Language Arts course sequence progression is English Honors I, English Honors II, AP English Language Arts, and AP English Literature. The sequence is primarily based in literary analysis exploring novels, short stories, poetry, and dramatic literature, from worldwide authors in all time periods. Courses focus on persuasive and expository writing, with rhetorical writing as a focus in the AP English Language course. In the freshman year, students are required to take a Great Books course that focuses entirely on analysis of literature and informational text through whole and small group discussion as well as introduction to the Socratic Seminar. Students progress through the course sequence with an expanding knowledge of world literature, recognition and mastery of devices in all major literary categories, the ability to write text-based persuasive and expository essays, and the confidence to discuss and explore all forms of written text.

The Social Studies course sequence progression is AP World History, AP European History, AP United States History, and IB Contemporary History (IB) or AP Macro Economics (one semester) & AP United States Government (one Semester) (AP). The sequence has been designed to provide students with a vast historical base of knowledge and the writing skills to use their text-based understanding to master AP Document Based Questions, and AP Free Response Questions. In individual courses students are encouraged to engage in discussion and discourse focused on historical events, their result from past events and sequences and influence on future and concurrent events. Student opinions and posits are to be rooted in knowledge of timelines, events, geographical influences, and understanding of individual and/or societal decisions and actions. The sequence progresses from a broad understanding of world history to a more focused understanding of the United States, but with the continued recognition that local events can have immediate and historical ramifications on the world as a whole.

The Mathematics course sequence progression varies dependent on prior student course mastery in middle school. Students entering Stanton College Preparatory School do so having passed the minimum mathematics course requirement of Algebra 1 Honors; however, many enter the school having successfully passed Geometry Honors, Algebra 2 Honors, or Pre-Calculus Honors. In each case, students begin the 9th grade on their subsequent level of Mathematics progression Geometry Honors, Algebra 2 Honors, Pre-Calculus Honors, AP Calculus AB, AP Calculus BC, AP Statistics, IB Math Studies, and IB Advanced Calculus.

The Experimental Science course progression sequence leads students through three of the major scientific subjects, Biology 1 Honors, Chemistry 1 Honors, Physics 1 Honors, culminating in the student choice of an AP Science in the 12th grade, either AP Biology (with lab component), AP Chemistry (with lab component), AP Physics 1 & 2, or AP Environmental Science. Students have the option of furthering their Physics studies by taking AP Physics C (both the “Electricity” and “Magnetics” subjects). IB students must choose an Experimental Science in their 11th grade year, Biology, Chemistry, or Physics, and continue through their 12th grade year. The academic goal is to provide a progression in which each course provides a

foundation for the successive course(s) as students build on their scientific and mathematical knowledge. Some IB students choose to double major in the sciences by taking two courses during the school year.

Students graduating from Stanton's AP/Honors program will have studied and taken the assessments for a minimum of nine AP courses, and the opportunity to take others as electives. The popular AP elective courses include: AP Human Geography, Psychology, Comparative Government, Microeconomics, and World Languages. Students graduating from the IB program complete all requirements for the IB Diploma which not only includes assessment in six required subject areas, English, Social Studies, Experimental Science, Mathematics, World Language, and an elective 6th subject area, but also the extracurricular volunteer service and reflection requirement, the 4,000 word Extended Essay research essay requirement, and the IB Theory of Knowledge course and its assessment requirements. The compulsory studies a student completes in each program prepares them for all post-secondary goals, provides them with the mindset of a life-long learner, and offers the experience and service learning elements to inspire global citizenship.

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

Curriculum areas outside of the core at Stanton College Preparatory School include World Languages, Aesthetics, Technology, and Physical Education/Health as well as electives within the core curricula areas. Core electives include multi-year studies in Newspaper production, Television production, Speech and Debate, and Yearbook production. Included in this category are IB elective subjects such as Philosophy, Psychology, Computer Science, Film Studies, Theatre Arts, Visual Arts, and Music Theory. The vision for electives and extra curricula areas is to provide meaningful and rigorous courses and progressions that allow students to explore introductions and in-depth study of subjects of student interest supporting literacy, numeracy, and development of the whole, individual student.

World Language offerings include progressions in Spanish, French, Latin, and Mandarin Chinese. Students can progress from level 1 World Language courses in the freshman year through Higher Level IB and AP offerings as seniors. All students are required to take two consecutive years of a World Language and IB candidates complete a compulsory three-year progression through the junior year, when each is assessed at the IB Standard Level, and can elect to continue through the 12th grade. Each language in the program is immersion based and focuses not only on World Language acquisition, but on cultural understanding, delineating differences between geographic regions, culture, and arts. IB standards require World Language students to understand written text, to write responses to text based assessment questions, and to demonstrate fluency through recorded oral responses to prescribed stimuli. Teachers focus on foundational vocabulary and syntax recognition and understanding in the introductory levels, including decoding and comprehension strategies present in English Language Arts courses, and progress to literature reading and emersion/fluency.

Stanton has a strategic and intentional focus on the Aesthetic subjects and values the arts as important and essential to the development of students in their academic progressions. The school offers introductory and advanced AP and IB courses in Theatre, Acting, Theatre Direction and Stage Management, IB Theatre Arts, 2-D & 3-D Visual Arts, Digital Arts, AP Visual Arts, IB Visual Arts, Band, Percussion, Chorus, AP Music Theory, IB Music, and IB Film Studies. Students experience their exploration into the arts while participating in theatrical productions, festivals and competitions, visual arts openings and shows, band and choral performances, festivals and competitions, and film local festivals. This type of involvement allows students to learn theoretical concepts in class and gain practical experience in the community. Students in the IB and AP course progressions focus on theory, historical elements of their arts area including the study of periods and styles, and the influence of historical world events on the development and trajectory of the arts. The combination of the study of history, theory, and practical performance presents a multi-tiered study and holistic understanding of each arts area.

Students have the opportunity to study Technology and Computer Science beginning with Foundations of Programming and Digital Information Technology through AP Computer Science Principles, AP Computer Science A, and IB Computer Studies. Courses culminate in AP and IB assessments including the building of a programming dossier, as well as Industry Certification in Microsoft Office. The school conducts classes in two dedicated computer lab classrooms. Practical understanding of Microsoft Office supports

student core coursework: papers, spreadsheets, databases, and presentations. The school offers a Media Center leadership course, taught by the school's Media Specialist, in which students learn elements of Library/Media Center management while gaining practical experience throughout the course.

All students must take and pass a course in Health Opportunities through Physical Education (HOPE) in which students explore topics in Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV, and Internet Safety.

Students in the AP/Honors program during their junior year enroll in a Personal, Social, and Family Relationships (PSFR) course in which they study multiple aspects of relationships including human needs and self-acceptance. Students read informational text and conduct small and whole group discussions, asking and discussing specific questions on the text and using text-based evidence to support their positions. This approach supports the text-based focus of core subjects. Students can also choose physical education electives in Team Sports, Individual/Dual Sports, Volleyball, Weight Training, Soccer, Basketball, Tennis, First Aid and CPR, and Care and Prevention of Sports Injuries.

Students also have the opportunity to study individual courses within the core subject areas including AP Art History, Sociology and World Religions, Law Studies and Anatomy and Physiology.

### **3. Instructional Methods, Interventions, and Assessments:**

Stanton College Preparatory School employs a multi-tiered instructional and support system to insure the success and achievement of all students. The curriculum for all courses is designed for scaffolded learning as students progress from introductory and basic knowledge standards to higher level and specialized courses in the same curriculum area or more specific course subjects.

Teachers are cognizant of the inimitable role they play in student learning and growth. Their role expands beyond a mere dispersion of knowledge to that of guide and mentor for every student they serve. Stanton teachers grasp this responsibility and treat it very seriously. The school's master schedule insures common planning time for subject area teachers that allows the professionals to discuss lesson plans and unpack standards, share best practices, and insure scaffolding is coherent. Teachers hold themselves and their colleagues to high levels of rigor in their courses as they design lessons that promote student meta-cognition. The development of lesson plans during this time and further within the teachers' personal planning time is one of data driven decision making according to individual student needs. Teachers differentiate instruction specifying Multi-Tiered Systems of Support (MTSS) highlighting whole group instruction, targeted small group instruction, and individual student specialization when necessary. Data is derived from multiple sources including programs that measure student Lexile levels, district progress assessments throughout the school year, and teacher formative and summative in-class assessments. In common planning time, teachers discuss their data findings with colleagues and administration to assess their next steps in a continual cycle of objective instructional and learning analysis.

Classroom instructional practices have been modeled after the Gradual Release of Responsibility model developed from the work of Fisher and Frey. Teachers plan "Focus Lessons" for direct whole-group instruction which last approximately 15-20 minutes followed by periods of modeling or guided group work.

The culmination, in both the class time frame as well as the over arching year-long frame work is for students to develop the confidence and understanding to take control of their own learning and, after a guided reading or focus lesson, develop their own questions and paths of inquiry. These are discussed in small groups or the whole group setting. These initiate discussion and discourse between the students where the teacher acts as a facilitator rather than the focus. This style of classroom learning supports meta-cognition in students as they move to facilitators in their own knowledge acquisition. The beginning steps of this process were highlighted in the Part 1 response related to the Great Books course and its introduction of Socratic Seminar. This style also supports the IB philosophy on student learning as experiential learning is a focus of all aspects of the IB. The IB Learner Profile lists "Inquirers," "Thinkers," "Risk Takers," and "Open Minded" as four of the ten traits IB students should develop within the program.

The entire faculty at Stanton, administration, guidance, teachers, and support staff, use data to drive decisions regarding curriculum, progression, teaching methods, and student academic support. Data reviews are based on a number of sources and observations. High stakes tests include state achievement levels assessments for specific core curriculum courses, District End of Course (EOC) exams to measure students achievement and growth, AP and IB assessments used to make informed curriculum and lesson plan choices for the subsequent years, and formal and informal classroom data. Additionally, teachers and administrators use observational data that include areas of climate and culture to understand individual students and individual or demographic trends.

Tiered intervention was discussed in an earlier answer, and is expected of every teacher for every class; however teachers are not the only faculty members using data to target struggling students to develop plans of support and intervention. The school's leadership team meets weekly as an Academic Review Committee (ARC) to review student data, speak to students about their progress, and help them develop a plan for success. Members of the Guidance Department attend these sessions and conduct follow-up sessions with the students. Additionally, teachers develop Progress Monitoring Plans (PMPs) for every student that is not successful during a given grading period. The PMPs are designed to give clear next steps for students, teachers, and parents to follow to help support success in the course. The PMPs are "living documents" and are updated every subsequent grading period with modified strategies of support for the student.

Students are also offered the opportunity to attend before or afterschool tutoring sessions as every teacher is expected to hold a published weekly tutoring time. The sessions are held in the teacher's classroom or in designated areas of the school and are utilized by the students as an extra level of support. Stanton also offers afterschool labs for a number of subject areas including Geometry, Biology, Reading, Writing, and SAT/ACT Prep. The labs are facilitated by one or more of the school's full time instructors. All support offerings are free to students as the school's vision is to provide meaningful safety nets which support students in need of extra instructional time. The goal is to inspire students who wish to further their studies in a specific subject area.

## **PART V – SCHOOL SUPPORTS**

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### **1. School Climate/Culture:**

We have a diverse population and our students come from all quadrants of our city. Unlike in a neighborhood school whereby the majority of the students follow a similar academic track from elementary to high school, our students come from various middle schools. Even with that, our school culture is such that we embrace a family oriented environment. This school culture is forged beginning in the summer with our Bridge program that allows our incoming freshmen to learn about our programs and our unique nurturing school culture. Additionally, they are given an opportunity to meet other students and develop friendships prior to opening of school. We proceed to have orientation sessions and assemblies to reframe all facets of expectations relating to behavior, academics and social affairs. We hold all members of our Stanton family to high standards and embrace the school theme of Ubuntu, which translates to “I am, because we are – Human Kindness.” This theme is evident in the way we all treat each other, that is from the Principal all the way to the custodial staff. We also pride ourselves for having the best craftsmanship as it relates to teacher retention. The relationship between our administrators, faculty and staff is genuine.

Our teachers are comfortable with walking in the Principal’s office if there are issues to be addressed, good news to be shared and methods to brainstorm to make our students successful. Our teachers receive support with instructional materials, student behavior modification, particularly relating to student achievement, and personal affairs. We set extremely high expectations for our students and with that comes the support they get from all the adults in the building. Our faculty and staff go out of their way to ensure that great relationships are formed so that the students feel good about coming to school. We provide our students with various safety nets such as literacy labs to ensure that they are successful. Although they are afforded the opportunity to be well rounded through sports, clubs and other extra-curricular opportunities, our students are aware that academics supersedes all. We celebrate all of their achievements stemming from sports, National Merit Finalists, Advance Placement Distinction Scholars, etc. Our class officers’ photographs are displayed alongside those of the leadership team in the hallways and our student leaders are part of the decision making which governs what makes them comfortable and eager to learn. We have open dialogue with our student leaders to ensure that they understand our systems and can filter the information to the student body.

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

We hold an annual open house at the beginning of the school year. At this event our school endeavors to inform parents of the school’s expectations and support systems. Our Principal developed what we call “Impact Meetings” which are held once every quarter. Right after the mid-quarter progress reports are issued, students in danger of failing a class are issued a PMP to ensure that they and their parents know about the available safety nets. For those who are not successful by the end of the quarter, the parents come to the quarterly Impact Meeting to meet with the teachers and collaborate on ways in which the students’ academic progress may be improved. This has proved to be a motivator for our students as they would rather not attend such meetings. We are grateful to our district for providing teachers and parents with a common medium of communication. It is through Focus, the district’s grading system, that parents can email teachers and vice versa. Additionally, parents are able to see the grades throughout the quarter and our teachers are vigilant about posting grades in a timely manner so that parents are able to intervene early when a child is struggling. We have four Guidance Counselors that are accessible to both our students and parents. Through the Guidance department we have a systemic way for scheduling parent conferences and they are all held daily after school hours to give our parents an opportunity to balance between that and their places of employment.

Our School Advisory Council (SAC) and Parent Teacher Student Association (PTSA) meet once a month and during these meetings there is a segment for the Principal’s report. The members are provided with information about school operations and data. During the stakeholder’s midyear session which is facilitated through our SAC, the Principal invites members of the community including, our school board member, the NAACP, our faith-based partners and leaders from Stanton’s multiple Booster clubs. During

this meeting, data relating to SAT, ACT, Discipline and where students are in academics are shared and an open dialogue is facilitated to make sure that everyone understands how the school is providing support for our struggling students.

Our PTSA along with our Guidance Counselors hold quarterly financial aid nights. During these sessions, parents and other community members get information about the Free Application for Federal Student Aid (FAFSA). A member of one of our community universities usually presents and responds to other questions the audience might have as it relates to college applications and scholarships.

Additionally, many of our school clubs and organizations reach out into the community through special events and performances. Recently, our band's wind ensemble played an event at a local affordable housing apartment development.

### **3. Professional Development:**

It is so gratifying to know that our focus on professional development, literacy and teacher retention is well aligned with our district's expectations. At the end of each year, our Principal along with the department chairs assesses the training needs of the teachers. Also, in order to build capacity, teachers are given an opportunity to attend workshops in their area of expertise, for instance, an English Language Arts teacher currently teaching English II might register for an AP Literature workshop. This gives that teacher an opportunity to learn and be able to hold relevant conversations during vertical articulation.

Additionally, this helps the school to build capacity and boost the rigor that is presented by both the AP and IB curriculum. Every summer our teachers and administrators are given an opportunity to attend the Advanced Placement and International Baccalaureate annual conferences. Those who attend the conference begin the process of laying out professional development for the upcoming year. This has been beneficial because our teachers have embraced the notion of learning from one another. Our Principal usually scaffolds the topics which are presented at conferences to ensure that we do not miss the vital ones that will benefit our students' success. One of the teachers is usually appointed to be the planner for each conference, and as teachers select their topics of interest all this information is organized so that it is easy to share with others at the school. This process has proven to be effective as it engages and provides growth for our teachers. This is especially heartwarming when our professional learning communities meet and the conversation is driven by what they learned during one of the sessions and how it is impacting student growth in their classrooms.

Our district holds professional development meetings for both Principals and Assistant Principals. Most of these meetings are data driven and they arm administrators with good practices which provide for continuous improvement. Our administrators usually do one of the two; sometimes they provide the training for the entire faculty or they train the department chairs who in turn deliver all to their various departments. Every Monday, our district sends out literacy related messages for all core subject areas. These are aligned with the curriculum at each grade level. The teachers meet during common planning to listen to the morning messages and gauge where they are in the pacing while gaining instructional strategies that boosts academic achievement for our students.

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

The African assertion that 'it takes a village' is relatable to the daily passion and dedication that is demonstrated by our school's leadership. Leadership: We have the monitoring team that is comprised of the Principal and three Assistant Principals. This team monitors systems such as, budgets, personnel evaluations, daily operations, curriculum and instruction. Then there is the leadership team that is encompassed of the Principal, the three Assistant Principals, Guidance department head, Athletic Director, Activities Director, Exceptional Education Coordinator, Test Coordinator, IB Coordinator, and the Resource Officer. The leadership team meets every Friday morning to discuss items from each department; for instance, the Resource Officer shares positive news and areas of concern relating to safety.

One of the Assistant Principals takes notes at each of these meetings and we are able to go back and revisit

some issues. Our department chairs serve as leaders for their various subject areas. They meet with the administration once a month to discuss budgets since the Principal allocates money for each department head to buy supplies, books, and other instructional materials. It is the duty of the department chair to ensure that the monies which are designated for instruction are dispersed equitably. For instance, the Science department might be allocated \$30,000 through external funds and \$3,000 via internal accounts to pay for costly supplies needed for experiments. Our teachers really feel supported because they have the autonomy to buy what they need for their classrooms without the red tape from administrators. We also have "Faculty Forum" which is the school's shared decision making committee whose members are voted for by the faculty and each academic department is represented. The forum meets once a month with the administrators and they bring positive news and areas of concern in an effort to find solutions. The decisions made are recorded in minutes that are published for the faculty to peruse. Stanton receives school recognition money from the state and this group gets 10% of that money to be used for instructional purposes. Teachers who decide to use additional ancillary materials to enhance instruction are encouraged to ask for additional funds from the Forum. We appreciate the leadership of both our SAC and PTSA members who add another layer at the leadership level. Our SAC members support our school improvement plans and they are dedicated to finding solutions to support our students. We have the best PTSA a school can every think of, they provide water, mints and food for students during testing, they have campus clean-up twice a year to ensure our school is inviting for the students and they provide school supplies from back-packs to pens for those in need. They give away \$100 a month to a teacher to use for the classroom and every \$20 gift cards to use during the holidays. It really does take a village!

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Stanton College Preparatory School employs a school theme of “Ubuntu” or “Human Kindness-I am because we are.” This theme has been in place for four years and it is painted above the main hallway arch of the school to remind all stakeholders the essential element of the work being undertaken. While upon first glance this theme would speak to the type of openness and understanding necessary to set a climate at the school, one might interpret that it speaks little to the academics, rigor, and assessment necessary to continually push levels of expectation. However, upon closer inspection, the constant current of “Ubuntu” pulsing through the school permeates and manifests in the entirety of the school culture and supports an atmosphere of not only listening, understanding, and teamwork, but also of accountability, thoughtfulness, tough love, hard work, and perseverance.

The theme of “Ubuntu” challenges students, teachers, and administration to hold themselves and others accountable to hard work and high performance in all aspects of the school. “I am because we are” is central to this aspect of the theme. The whole is strong because the parts persevere to make it so. Administrators focus time and effort on curriculum and progressions, teacher coaching, and the development of the vision for climate and culture, teachers spend time focusing on student data and growth to inform their daily lesson plans, developing strong and supportive relationships with the students as individuals, and students are diligent in their studies and supportive of their classmates, constantly striving to master subject areas. The individual effort and comprehension of place in the whole and the pride every stakeholder takes contributes to the strength of the entire school. The school’s performance on high stakes assessments including National Merit recognition, AP credits earned, IB Diplomas earned, and Florida “A” school grade recognition, student placement in colleges and universities, and faculty recognition as high performing including those holding National Board Certification exemplify the model of continual improvement of self and school.

“Ubuntu” is not simply a school theme that calls for everyone to be kind, it is an inspiration to employ support, focus, and objective self-reflection in all aspects of school life. Are we doing all that we can to be our best selves who care for the other individuals we work and spend our days with, and through this add to the strength of our school home? These are the exemplary aspects of Human Kindness and I am because we are.