

# Frank Lebby Stanton Elementary School (Douglass Cluster)

## District Mission & Vision

With a caring culture of trust and collaboration, every student will graduate ready for college and career.  
A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system.

## Cluster Mission & Vision

The Douglass Cluster as a community is committed to providing customized support to effective educators whose charge is to prepare and develop students for excellence through positive, engaging, inquiry-based instructional practices.  
The Douglass Cluster is an innovative twenty-first century skills region that inspires self-directed learners to become high achieving college and career ready graduates.

## School Mission & Vision

In a nurturing, trusting, and collaborative learning environment, F. L. Stanton Elementary School prepares ALL students to become life-long thinkers and effective communicators who possess the skills and knowledge from which to build to become graduate ready for college and career.  
Faculty and staff at F. L. Stanton Elementary are committed to maintaining a quality teaching and learning environment that promotes the academic growth, social, emotional, and physical well-being of EVERY Student.

## Signature Program: STEM

### STEAM INTEGRATION, Interdisciplinary and Project Based Teaching and Learning School Priorities

- Implement a STEM enriched curriculum for the purpose of supporting interdisciplinary and project based teaching and learning approaches
- Implement a research-based phonics program (BLAST) in grades KDG. – 3<sup>rd</sup>
- Implement a research-based phonics program (HD and BOOST) in grades 3<sup>rd</sup> – 5<sup>th</sup>
- Implement a research-based comprehensive reading program (Journeys) in grades KDG. – 5<sup>th</sup>
- Implement a strategic writing initiative in grades 1<sup>st</sup> – 5<sup>th</sup>

- Build skills in the area of literacy by providing strategic weekly tutorial support (HIGH IMPACT TUTORS) to a targeted group of students in grades KDG. – 5<sup>th</sup>
- Provide teachers data driven targeted professional development for the purpose of supporting the needs of ALL students
- Employ District Instructional Practices designed to support teaching and learning
- Promote collaboration, planning, and learning among teachers during weekly Professional Learning Community meetings
- Use data generated from STAR, DIBELS, Common Assessments, and Benchmarks to inform instructional practices

### Uses of Flexibility/Innovation

- ALL teachers strategically implement a continuum of instructional delivery aligned to District Instructional Practices
- Build greater understanding of cross-curricular STEM integration amongst teachers in EVERY classroom

Build faculty and staff capacity aligned to teaching and learning with emphasis placed on STEM via ongoing professional learning

General Funds  
Title I Funds  
STEM Funds  
Cluster Funds  
Partnerships: Camp Jenny and St. Paul's Episcopal Church

Allocation and spending of funds aligned to school priorities

Sustain a School Culture Conducive to Students' Social, Emotional, and Learning Needs  
Extra-curricular Opportunities

- Daily integration of Social Emotional Learning within the instructional setting and monthly SEL town hall meetings held to highlight the impact of SEL in the classroom and school culture
- Students are involved in extracurricular activities: Girl Scouts, Boy Scouts, Male/Female Mentoring, Street Soccer, Dance Team, Girls on the Run, and the Step Team

## Key Performance Measures

### 2016 EOG Percentage Proficient and Above

Subject	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
<u>ELA</u>			
3 <sup>rd</sup> grade	10%	8%	15%
<u>Math</u>			
3 <sup>rd</sup> grade	15%	6%	10%
<u>Science</u>			
3 <sup>rd</sup> grade	2%	4%	15%
<u>Social Studies</u>			
3 <sup>rd</sup> grade	4%	2%	4%

**Goal:** Increase the percentage of students in the Development, Proficient and Distinguished categories in each of the core content areas on GMAS (state standardized assessment)

### Strategies:

- Bi-weekly grade level PLC collaboration to create Gradual Release lesson designs based on the Units of Study with an emphasis on Guided Practice to ensure student proficiency
- Implement, monitor, and provide real time instructional support using the district's Eight Instructional Practices
- Administer and disaggregate data (Universal Screener, DIBELS, DRA, the cluster's common and the district's benchmark assessments) to inform instructional practices, by way of the development of flexible groups
- Daily Literacy and Numeracy skill-drill sessions
- Offer High Impact Tutoring and additional extended learning opportunities via Math and Reading Specialist, after school tutorials and Saturday Academy Sessions-
- Ensure "practice" continuum whereby students strengthen oral language, written language, reading, and numeracy fluency based on 2015-2016 CAAS and GMAS data

### CCRPI (State Percentiles)

- F.L. Stanton's state percentiles have been highest in the achievement gap category. During SY12-14 and SY13-14, FLS placed in the 32<sup>nd</sup> and 24<sup>th</sup> percentile.
- F.L. Stanton's overall CCRPI percentile has ranged from 3<sup>rd</sup> to 6<sup>th</sup> percentile in the state.

### Attendance

F. L. Stanton's attendance rate averaged at 94.3% during SY13-14, 94.7% during SY14-15, and 94.9% during SY 15-16.

### Strategies:

- \*Monitor teacher attendance entries to ensure timely and accurate daily reporting
- \*Contact parents of absent students daily via ROBO calls
- \*Announce daily "perfect" attendance and provide student incentives during the bi-monthly Tiger Pride Meetings



Academic Program



Talent Management



Systems & Resources



Culture