

Duval County Public Schools

# John Stockton Elementary School



2015-16 School Improvement Plan

## John Stockton Elementary School

4827 CARLISLE RD, Jacksonville, FL 32210

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	28%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	41%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>23</b>
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	26
<b>Appendix 1: Implementation Timeline</b>	<b>33</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>35</b>
Professional Development Opportunities	36
Technical Assistance Items	38
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 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

###### Mission Statement

Our commitment to our learning community is to inspire lifelong learners.

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

###### Vision Statement

Be a learning community where highly qualified staff, motivated students, devoted families, and committed business partners work together to create a positive school culture meeting the needs of the 21st century student.

#### School Environment

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

Stockton Elementary values the whole child and embraces opportunities to build relationships which foster a thriving learning environment for each individual. The basis all relationships begins with is understanding, trust and relationships between faculty, students and families. Teachers are provided with electronic data sources such as FOCUS and Performance Matters which provide a wealth of historical information regarding each student. For example, academic history, early warning information, languages spoken in the home, previous schools and mobility factors. At the beginning of the year teachers review the cumulative folders, collect social/emotional information, collaborative with student support team members and develop foundational awareness of individuals. Students arrive, teachers conduct various interest and modality of learning surveys which inform their understanding of individual students. Teachers incorporate this information into their instruction as opportunities to build connections with students and increase engagement.

Meet and Greet provides the school opportunities to meet families and connect. This is followed by Open House and consistent parent-teacher conferences and communications. All of these processes are means of which teachers have opportunities to learn about the culture of individuals, as well as, connect to their interests and build relationships. As the year progresses, teachers develop and implement positive behavior plans and systems that foster strong relationships and a culture of learning. As challenges arise, teachers have a range of school wide, district and community resources that are available for guidance.

Stockton has implemented a research based 100 DOLPHIN CLUB which randomly recognizes students for making positive choices and exemplifying strong character traits aligned to the mission and vision of our school, as defined by our Guidelines for Success: SPLASH- Strive for Success, Participate Responsibly, Listen to Learn, Act Responsibly & Safely, Show Self Control, Honesty. The entire faculty actively engages in recognizing students with Fins which are publicly displayed. Each student who receives a FIN receives a personal celebratory phone call from leadership. This positive behavior system provides a wealth of opportunities for faculty, students and families to develop new relationships and a positive school wide culture.

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

John Stockton incorporates a multifaceted approach towards creating a safe and civil school environment.



Each classroom and grade level implements a Positive Behavior System (PBS) that is consistent with the values our school uphold and the DCPS Code of Conduct. CHAMPS is a school wide positive behavior system which provides teachers opportunities to personalize their classroom management system with school wide consistency. These systems are supported through positive reinforcement, as well as, interventions and clear, consistent consequences. Restorative Justice will be implemented during the second portion of this year as a positive problem solving system for students to have ownership of their learning environment. Currently, 5th grade provides leaders with opportunities to serve as Patrols which promote ownership and a safe, respected learning environment. Second Step is the core curriculum used by classroom teachers that emphasizes mutual respect, anti bullying, problem solving, character building, etc. Each classroom celebrates students who exemplify respectful, positive behaviors with Citizen of the Week recognition.

Students who may not respond to this Tier I system have individual positive behavior plans that are tailored to their specific needs. This Tier II and/or Tier III support may involve the collaboration of parents, teacher(s), administration, guidance and/or other resources and is driven by the Behavioral Response to Intervention Team. This process may involve district support personal as determined by individual needs.

Furthermore, consistent school wide Emergency Management Plan and routines/ rituals are established and actively practiced and monitored for effectiveness and revision. Faculty are trained on site and a school based SERT team oversees data, implementation and continuous improvement plan for crisis management. Duval County also conducts random practices sessions which are not announced. Feedback from these drills contributes to the overall data for informing safety decisions. Students are taught as drills are performed which provides them with understanding of a safe environment and empowers them within their environment.

Faculty and patrols provide supervision before, during and after school. Parents often join students before school and after school as an opportunity to connect with students and send them off for a successful day. This parental involvement is part of the positive culture for safety and respect. In addition, a student driven guidance program is provided to support individuals and groups of students who may need interventions or support. Stockton has a full time School Counselor, as well as, a full time Military Family Life Counselor who provide services on site each day. Both counselors provide a range of resources for families and students based on needs. The School Counselor oversees school wide character trait awareness, Student Council, Zip Cheerleaders, Just Say No activities, Black History month, mentoring, as well as other appropriate programs that are aligned to school improvement issues and sustaining a positive culture. Again, district and off site resources are available as needed to ensure that all students feel safe and respected.

**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**

Expectations for success and a proactive approach are primary focus. Classroom management and school wide expectations set the stage for success. Stockton emphasizes a positive approach to discipline through Guidelines for Success, CHAMPS, Foundations and the 100 Dolphin Club. However, the Code of Conduct guides consistent consequences that are defined as violations by district terms. Each year faculty members undergo training during preplanning and students engage in Code of Conduct assemblies with administration. These trainings are followed up with transportation safety assemblies and individual or small group reteach sessions as determined by data. Classroom/Grade Level PBS plans and the Code of Conduct are communicated to parents and provided electronically during Open House. Paper copies are available for parents as needed and they are posted on the school web site. Students who may not respond to this Tier I system have individual positive behavior plans that are tailored to their specific needs. This Tier II support may involve the collaboration of parents, teacher(s), administration, guidance and/or other resources.

Discipline data and logs are monitored to ensure the consistency by Foundations for implementation as well as for areas in need of improvement.

**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**

Stockton has a full time School Counselor, as well as, a full time Military Family Life Counselor who provide services on site each day. These services may be initiated by a student, faculty member and/or parent. The Guidance Counselor also oversees Attendance Intervention Team (AIT) meetings and is familiar with discipline data in order to inform decisions. Both counselors provide a range of resources for families and students based on needs. Off site resources such as Full Service Referrals, Crisis Team, clothing and food resources, homeless, etc. are available through the guidance department. Identified students may be partnered with mentors depending on availability and matching. Mentors from outside sources who are matched to new students continue to be actively engaged while the student is with Stockton. Parent groups such as PTA and Friends of Stockton, our man's group, coordinate activities throughout the year and volunteer in classrooms which contributes greatly to the social-emotional support of all students, as well as, a well rounded learning environment.

**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**

During the 2014-2015 School Year two (2) students were suspended one day each out of school. There were zero (0) in school suspensions. Currently, there are zero (0) in school or out of school suspensions

Currently the Kindergarten through 5th Grade Rate of Attendance is 96.53%:

- Kg- 95.76%
- 1st- 97.49%
- 2nd- 96.13%
- 3rd- 48.96%
- 4th- 97.45%
- 5th- 96.11%

Leadership has identified 24 students who have at least four Early Warning System Indicators: Local Testing, State Testing, Attendance Rate, Behavior (multiple referrals in a year), GPA (N/A for us), and Mobility (2+ in the last year). Leadership strategically triangulates academic, social/emotional and early warning system data to strategically plan supports and continuous progress monitoring.

Attendance: Students who acquire three unexcused absences, tardies or early sign outs are contacted by the teacher, School Counselor or administration. Conferences are held to problem solve and inform parents of policy in order to improve attendance. Upon 5 unexcused absences, tardies or early sign outs, the school Guidance Counselor initiates an AIT meeting and corresponds with the school social worker and truancy agents as needed. The focus of these meetings is to educate and problem solve. Those attendance issues which are not resolved may be referred to the state attorney's office. During the year, positive recognition and incentives recognize students for meeting perfect attendance and to individuals for meeting improvement targets in order to recognize those who attend school and create awareness.

Course Failure Indicators and/or Florida State Assessments (FSA):

3rd Grade Florida State Assessment, (5 students) scored a Level 1 on the FSA and who do not meet Good Cause Exemption Status are provided opportunities to attend summer Portfolio Grade Recovery. As state T-Scores and data is received, all 3rd - 5th grade data is analyzed and students are identified and strategically monitored throughout the year using district benchmark assessments

and classroom data. Furthermore, any student who has been retained is progress monitored by Furthermore, K-2 students who score in Profile 1 and/or 2 on i Ready or Reading or K-5 i Ready Math Fall diagnostics are intensively serviced with differentiated center rotations which emphasized developing skill deficits. This is supplemental to Tier 1 Core Standards Based Instruction and progress monitored through classroom and district benchmark diagnostics. I Ready provides a blended format for students to receive differentiated instruction. In addition, these students meet with their classroom teachers during center rotations to ensure that individualized attention to the skill deficits are addressed and monitored.

Similarly, 3rd through 5th Graders who score in the range of Far Far Below (1 to 2 years) on the Achieve 3000 assessment are serviced through additional i-Ready lessons that focus on remediating skill deficits. Response to Intervention is a pathway for students who do not respond successfully to Tier I instruction. PMPs are created through the collaborative effort of teachers, parents and resources. Areas of strength and weaknesses are identified and interventions are detailed. Recommendations and resources for at home follow up may be provided and future dates established for progress monitoring. Each plan is individualized based on the students' needs and is progress monitored throughout the year. Students who do not respond to core Tier I or Tier II instruction are further scheduled into intensive one on one Tier III daily instruction. Student suspension and behavioral data is monitored by the PBS Team.

**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
	K	1	2	3	5	
Attendance below 90 percent	0	0	0	0	0	
One or more suspensions	0	0	1	0	1	2
Course failure in ELA or Math	2	1	0	1	0	4
Level 1 on statewide assessment	0	0	0	5	0	5

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

i Ready Math & Reading is a K-5th grade web-based program which students may actively engage in before, during or after school. The lessons are specifically aligned to individual needs and data is identified in their PMP/Rtl Plan and progressed monitored to inform further instructional interventions. DAR is a test which is administered to students who are identified as one/two grades below level on i Ready. This achievement data informs Tier II small group instruction as identified by a student's PMP or core instruction as identified by an IEP.

Tier II Math and Reading Instruction is also delivered through small group specialized instruction during a 30 minute additional block. This instruction may be based on grade level common assessments, district assessments or state assessments.

In addition, to Tier I and Tier II instruction, students in need of intensive Tier III supports participate in individualized targeted instruction and may be referred to the Multidisciplinary Team for further review and problem solving.

Before and after school Math and Reading tutoring through SAI funding and teacher volunteers is an

ongoing intervention that targets those students scoring 1 to 2 levels below proficiency. Furthermore, these students participate in differentiated home learning activities.

## 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**

Stockton's Vision is based on the partnership between families, community and school. The faculty works diligently with PTA, SAC, Friends of Stockton (FOS- Dad's group) and community partnerships to keep this vision alive. A yearly calendar of events is created with all stakeholders and communicated via calendars, flyers, marquee, Duval Connects Phone/E-mail system, and websites. These events provide opportunities for relationship building, active collaboration on school improvement issues such as SIP process and budget.

In addition, separate parent workshops are scheduled to provide our learning community with the most recent curriculum, assessment and instructional changes, as well as, resources for at-home support. These are provided on site. However, the DCPS Parent Academy also provides a range of classes that parents may elect to take throughout the year. Finally, classroom teachers communicate progress to parents through quarterly before, after and during school conferences. Grades are frequently sent home to parents throughout each nine weeks and parents may monitor student progress on the FOCUS Online Parent Portal. Midterm progress reports and EP/IEP Reports are sent home every 4.5 weeks and Report Cards are sent home every 9 weeks. Teachers send home Scholarship Warnings at any point during the nine weeks to inform parents of a decline in progress.

**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**

As Stockton identifies areas of need through school improvement planning, faculty, SAC, PTA Board Members, FOS and parent volunteers seek out resources aligned to these needs. Stockton has one staff member who is trained and oversees Volunteers and another staff member who is trained and oversees Business and Faith Based Partnerships. These community and Faith-Based Partnerships are a flourishing resource for school improvement.

Most recently, GreenScape has landscaped the grounds for beautification. In addition, West Side and River Side Rotary Clubs have completed a joint project with DCPS Operations to fill in a retention pond which increases safety, as well as, the green space for campus and community activities. These Rotary Clubs of Jacksonville are a committed partner for long term planning. DCPS, the Oretga Forest Association (neighborhood organization) and Stockton continue collaboration regarding this project. Stockton's focus this year is on building faith-based partnerships for mentoring identified students. PTA has dedicated a funding project to improve the sound system outside of the school which will enhance our Flag Raising Ceremonies and day to day communications.

Friends of Stockton leads beautification projects and frequent teacher "wish lists" for operational items and classroom needs.

## 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:

Name	Title
McEarl, Charlene	Principal
Johnston , Shelley	Assistant Principal
Roman, Cheryle	Guidance Counselor

#### Duties

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

The Instructional Leadership Teams collects data that drives problem solving and the continuous improvement process. Foci center on four buckets: Developing Great Teachers/Leaders, Developing the Whole Child (student achievement, attendance, social-emotional needs, discipline), Engaging Stakeholders and High Performing Operations. The Leadership Team meets weekly on Fridays. Additional sessions are scheduled with teachers and teams as determined by needs. During weekly meetings, the problem solving process is utilized to develop and monitor strategic actions. The principal oversees the facilitation of all four buckets with an emphasis on District Strategic Alignment and effectiveness.

Literacy Coach / PDF: The main role of the Instructional Coach is to support teachers towards reaching greatness within Literacy and Professional Development. The Literacy Coach conducts Learning Cycles with grade levels or may provide professional support through collaborative planning, literacy data analysis, provides resources and facilitates professional focus walks. Furthermore, the Literacy Coach facilitates interventions for 3rd grade students who have been identified by Achieve 3000 data. In collaboration with DCPS, as PDF, she provides support for MINT (new teachers), as well as, tiered support for experienced teachers. Planning and implementing professional development in areas aligned to school improvement initiatives, teachers' CAST Assessments and Individualized Professional Development Plans. In addition, the Literacy Coach facilitates family involvement in literacy activities and education. During weekly Leadership Team meetings progress monitoring of implementation and effectiveness are a focus, as well as, integration of content areas for full accountability.

The Assistant Principal A.P. primarily oversees the efficiency of operational areas that impact student achievement such as new assessment systems, (Performance Matters, Unify, FOCUS) instructional materials (including web based) and Positive Behavior Systems. As PBS leader, he leads the team in building a positive culture for both students and faculty. The A.P. primarily oversees the instructional implementation and oversight of K-5 Science. As facilitator, he oversees focus walks, data collection and analysis, as well as, professional development and feedback for science teachers. As Science Lead, he also facilitates stakeholder involvement within Science such as the Invention Convention and Science Fair.

The School Counselor primarily facilitates all social/emotional, district and community resources, attendance data, MT(ESOL, 504, IEP/EP meetings with school-based and district personnel), Bullying Reports and referrals that address the non-academic needs of the whole child. She conducts trainings with faculty on Early Warning Systems and is responsible for providing data analysis of these areas to the leadership team. This data is cross- referenced with academic data for a comprehensive analysis and used as a resource for informing decision making. The School Counselor meets with the principal on a daily basis for updating individual case needs. For example, The School Guidance Counselor oversees Response to Intervention and 5th grade Virtual

Acceleration as an option for some of our students.

The principal sets the agendas and maintains a system of 360 degree accountability. In addition to overseeing the action planning of mathematics and modeling best practices for the data analysis and continuous improvement, the principal is ultimately the instructional leader whose primary role is to ensure that the four buckets for school accountability are achieving desired results.

***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***

Personnel: During the budget process positions are allocated to each school and openings are determined. Much of this is now addressed through the DCPS general budget which is district controlled through the allocation model. When appropriate, the principal collaborates with stakeholders and gains insight into priority areas. The district and/or principal may jointly determine a candidate for a position. However, when possible the principal uses stakeholder input, school needs, class size and Budget Guidelines to strategically determine and recommend a candidate for hiring and placement. For example, the school is allotted one Reading (Instructional) Coach (SAI Funds) in which principals were provided opportunities to recommend candidates for placement. In addition, Stockton is allotted a part time Magnet Paraprofessional position which is committed to supporting students within the blended learning environment during computer lab resources.

Instructional Materials: The district has assumed much of the responsibility for supplying aligned, research based materials for core curriculum, Tier II and Tier III and technology-based resources. One person oversees the processing and distribution on site. The assistant principal coordinates with the district to ensure that all materials are received and accounted for in a timely manner. However, the principal conducts needs assessments based on aligned Florida Standards curriculum, assessments and school improvement initiatives. This assessment and school-wide data guide instructional and curricular decisions. These needs may be funded by School Improvement Funds if approved by SAC, PTA, FOS, partnerships, or general budget.

John Stockton receives SAI funds for targeting students performing below grade level as determined by Early Warning Data Sources and state FSA lower 20% data. As information is learned regarding student T-Score results, it too will be utilized as a data source. These funds are specified for tutoring and will be utilized to target the populations accordingly during before and after school tutoring. Each student will have a plan built as determined by achievement outcomes and progress monitoring needs. i-Ready, Achieve 3000 and FSA district assessments will be administered to monitor success of the program.

John Stockton does not receive additional supplemental funds, (i.e. Title I, Title III, etc.) However, leadership does implement needs assessments to faculty and staff. These are quarterly and provide an opportunity to ensure that not only are long term instructional and classroom needs being met but that short term instructional needs are also being attended to in a timely manner.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Charlene McEarl	Principal
Monett Brewer	Parent
Charles Mills	Business/Community
Kevin Posey	Parent
Yulonda Thompson	Parent
Stacey Russell	Parent
Higbe, James	Parent
Slye, Melissa	Parent
Smith-Miller, Georgia	Parent
Benton, John	Parent
Allen, Brian	Parent
Paternoster, Arron	Education Support Employee
Godke, Margaret	Teacher
Watkins, Jennifer	Teacher

## 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*

2014-2015 SAC assessed its end of year needs and provided input. The Co-chairs and voting members were invited to attend a summer training session that focused on assessing the plan and developing the school improvement plan. This was an off site workshop provided by DCPS. 2015-2016 S.A.C. members are provided with the School Improvement Plan electronically and provided opportunities to review it with input during the October meeting.

### *Development of this school improvement plan*

In October S.A.C. reviews the current S.I.P. and current data. This provides members an opportunity to discuss and have input into the problem solving process for continuous improvement. Each month, data is presented which correlates to core areas of the plan. Members have opportunities to explore, discuss, provide input and evaluate effectiveness. Furthermore, members will have an opportunity to provide input into the development at the Midyear Review as benchmark data is received.

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

Stockton's budget is based on an allocation model. This year, the process continued into October: Date Certain October 16th. Budget is presented with the school improvement plan in order for stakeholders to make connections, hold discussion and plan for school improvement needs.

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

The use of school improvement funds, (Fund #10008) will be aligned to SIP strategies, curriculum aligned materials and professional development resources. Purchases may include professional development materials which support teachers' understanding and implementation of core curriculum (Florida Standards) and/or materials for implementation (ex. exemplar texts), instructional technology integration and/or equipment, or other school improvement targets.

Over the summer, S.A.C. approved a \$1,727.68 towards web based interactive white board support. The remaining funds are \$185.82.

**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:**

Name	Title
McEarl, Charlene	Principal
Johnston , Shelley	Assistant Principal

**Duties**

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

Stockton's LLT team will meet weekly on Fridays @ 9:00 a.m.. The team will review the implementation of our comprehensive school-wide reading plan as aligned with the district's reading goals. These meetings will consist of planning, implementing, and analyzing current school wide reading initiatives and professional development, such as Florida Standards Initiative, cross curriculum integration of writing throughout content areas, family literacy nights, interactive reading journals, etc. Literacy Week will be implemented twice this year, once each semester. Achieve 3000 Challenge and the Superintendent's 25 book Challenge will be implemented and students who reach individual and/or school wide goals will be recognized. Members will be responsible for communicating and facilitating the implementation of initiatives across grade levels during Early Release Day Training, Data Chats, Faculty Meetings and Collaborative Planning with grade levels. This team will also collect and analyze data from various sources to determine the effectiveness of its work through the continuous improvement model.

**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**

Common Norms for Collaborative Meetings have been established and agreed upon by faculty. Members hold themselves accountable for adhering to these agreements and practicing the 7 Norms of Collaboration during collaborative sessions. Positive working relationships are fostered through consensus building which has been defined previously by faculty as "can we live with it". When consensus cannot be reached on items, strategic teams may be created to address the concerns and find an agreeable solution. Teachers are provided with cultural and leadership data and provided opportunities to provide input and strategic planning for addressing areas of focus. The Shared Decision Making Team is a governance committee which also brings forth areas of concern and topics for collaboration and possible decision making. The committee represents all departments and provides diverse perspectives and recommendations on topics of importance. The process is open to all faculty. However, protocols are established for effective processes. Professional Development has been identified as one main area in need of improvement by teachers. TNTP/INSIGHT data indicates that Consequently, all faculty meeting times have been designated for



PD. The principal and Leadership Team members are all responsible for their areas of focus as facilitators and learners. Furthermore, teacher leaders represent Stockton in Math and Science Coaching Meetings, Wellness, Diversity, Technology and various other opportunities. Each provide teachers engagement in areas of interest and growth which enhance collaboration and instructional improvement. Early Release Days and Faculty Meetings both are centered around building knowledge and skills to be successful. Differentiation is provided to meet multiple levels of experience, interests and needs. This is determined through both teacher Individual Professional Development Plans and Surveys. Common Planning with grade levels and the leadership will provide time for small group needs to be addressed. The principal is the instructional leader of the school and participates in active coaching and delivery of professional development and instruction, as well as, a learner during planning. The principal oversees Math as an area of focus. The Assistant Principal oversees Science as an area of focus and the Literacy Coach supports students and teachers within her area of specialty. All meetings have agendas communicated in advance and provide opportunities for reflection and input afterwards. These exit tickets, needs assessments and reflections are used to inform future practices for improved relationships, planning and instruction.

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

MINT teachers, recently recruited, are active participants in quarterly meetings with Leadership. Each MINT teacher has a qualified mentor to support and guide the process. The Professional Development Facilitator (PDF) oversees MINT Teachers and their individual requirements. Teachers develop an Individual Professional Development Plan (IPDP) that meets their specific needs for certification, Highly Qualified and/or Effective Status. During quarterly MINT meetings, individual portfolios are self assessed and feedback is provided. Professional development opportunities are then identified at the school level and/or district level to support each teacher's unique needs. Quarterly 'data chats' with administration are held with individual teachers to discuss and support teachers and the implementation of their IPDPs. All classroom teachers are scheduled planning time during the school day which allows them the opportunity for collaboration with their team mates, Literacy Coach and Administration. Teachers are provided with 3 or 4 common planning periods every week, (based on an A-B Week Rotation). Teachers are encouraged to utilize this time for engagement within the context of the school-wide learning environment and engage in activities directly aligned to their needs. Furthermore, teachers participate in vertical academic School Improvement Teams which guide the school improvement process and develop best practices for supporting targets. These teams facilitate professional development opportunities such as book studies, small group break-out sessions and data monitoring. The teacher leaders of these teams attend DCPS trainings and off-site visitations that provide them with the knowledge and resources to support Stockton faculty as we move forward with new Florida Standards. Duval County provides opportunities for teachers to visit highly effective teachers within target areas identified through feedback, CAST or individual IPDPs. These visitations center around a reflective process which promotes individual ownership of learning and transference of best practices and content knowledge.

The CAST cycle provides teachers with Next Steps for professional development and continuous improvement aligned to specific observation data. This information is conducted during one on one conferences between the observer and the teacher. Professional Growth Plans (PGP) are in place for teachers whose needs are not met through the above strategies. Currently, one teacher is on a PGP which provides collaborative team support for targeted areas for improvement. The team is representative of the teacher, Administration, Literacy Coach, DTU representation and other persons the teacher believes to be of importance to invite. CAST is a minimal requirement. Ongoing informal focus walks provide Leadership with opportunities to continually assess and provide feedback to teachers in areas of growth. Celebrations and next steps are embedded into this coaching model. Each teacher has unique needs and the Leadership Team strives to differentiate accordingly.

All teachers maintain a Highly Qualified Status. Teachers who are "flagged" for out of field due to ESOL Endorsements are participating in district-wide courses to meet their individual requirements for

certification. These teachers are also encouraged to visit with ESOL centers to immerse themselves within the experience of full time ESOL teachers for best practices and collaboration. In addition, this year all teachers will be working toward new EE/SS requirements to maintain certification in field. Teachers in Coteaching models have participated in district professional development that supports the unique needs of larger class size with two teachers instructing. All teachers are provided active professional development through the district calendar. These opportunities are provided through face to face and online to allow teachers flexibility in settings and models. MINT teachers and teachers new to a curriculum are offered Teacher Academy courses through the summer. These courses compliment a summer District PD Catalog of courses from which they may participate.

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

Every new teacher at Stockton Elementary is assigned a mentoring teacher on his/her grade level and/or academic area of focus. Mentors are selected through a rigorous process. A minimal criteria is a CET Certification. Mentors must also demonstrate exemplary professionalism, positive community relationships, Effective and Highly Effective performance ratings on CAST and are active contributors for Stockton's Vision and Mission. At the beginning of the year during preplanning, time is allocated for the mentor and mentee to get acquainted, and for the new hire to become familiar with the rituals and routines of the school. Additionally, the Professional Development Facilitator meets with all new teachers every month to address issues/concerns that the new teachers might be experiencing. Professional development is provided during Early Dismissal sessions as well as on grade level training days. New teachers participate in the district's MINT (Mentoring and Induction for Novice Teaches) Program. Both the mentor and mentee work collaboratively with the DCPS Cadre and on-site Professional Development Facilitator to assist in meeting individual needs.

## **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***

Each teacher is provided with a master schedule which is based on the DCPS Master Schedule Requirments, thus, ensuring that all curriculum requirements by the state of Florida are compliant. Leadership monitors to ensure that all content is provided the designated amount of time and establishes corrective action as needed. The scope and sequence of Tier I Core Curriculum is based on the DCPS Curriculum Guides (CG) as a resource. Duval County provides research based, aligned materials that are in alignment with the CGs: Duval Math, Heggerty, Making Words, etc. These guides are developed from the Florida Standards and are vetted through the district for quality alignment. Administration reviews lesson plans, observes lessons and confers with teachers as a means to ensure alignment and high quality instruction. District Specialists and various personnel visit schools and provide feedback to leadership and faculty. DCPS Decision Tree guides next steps for aligned instruction within the Tier II and Tier III Response to Intervention Framework. In addition, materials such as Barton, and training are provided to prepare teachers for implementation of curriculum.

#### **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***

Tier I Core Instruction is provided through the Gradual Release Model which scaffolds the release of responsibility according to supports. Furthermore, it provides opportunities for differentiation of content complexity and modalities of learning. During the "We Do" portion, teachers may also have an opportunity to pull small target groups for remediation and strategic intervention based on data. The "You Do" portion provides opportunities for students to demonstrate their understanding to the rigor of the standard. Exit Tickets, anecdotal notes, and assessments provided teachers with further information for differentiation and reteaching opportunities.

Each grade levels implement beginning of the year baseline assessments that establish prior knowledge and provide a rich data source for instructional decision making. All students have opportunities to engage in appropriate instructional material at their skill level: below, on and above level are targeted individually. In addition, it provides opportunities for before, during and after school assistance as available. This data then provides a baseline as classroom/school wide assessments and progress monitoring diagnostics are implemented on district established testing dates.

Mathematics i-Ready: K-5th grades assess student skill development during the beginning of school and periodic benchmarks throughout the year. These results are analyzed and utilized by teachers to inform instructional decisions. All students engage in a daily differentiated center instructional period which is in addition to the core math block. During this period, students receive instruction on specific areas of weakness and/or proficiency. The five math centers are i-Ready Math, Teacher Led, Student Led- Aligned to Proficiency, Student-Led Aligned to Learning Pathway (Gains) and Fluency. Students who do not respond to this additional instruction may be referred for Tier III interventions. K-2 i-Ready, an aligned district web based resource, is administered at the beginning of school and periodic benchmarks throughout the year. Similar to Mathematics, results are analyzed and used to inform differentiated instructional decisions. All students engage in a daily differentiated center instructional period which is in addition to the core reading block. These center rotations are i-Ready Reading, Skills, Student Led Aligned to Proficiency and Student Led Aligned to Learning Pathway and Guided Reading/Teacher Led.

During 2nd semester, teachers administer the DAR to students who perform one or two years below grade level on i Ready. Each of these assessments are analyzed and disaggregated for individualized, small group and Tier II/Tier III instruction. DCPS provides, Barton and TTS as resources for further instruction.

3rd-5th Graders are administered Achieve 3000 in Reading. This assessment provides clear diagnostic information for students to be on target for college and career readiness. Students then engage in weekly lessons with clearly defined targets for usage and scores. Achieve 3000 Level Sets are administered according to the district calendar and adjust student learning pathways as needed. 3rd Graders who score on or below a district defined Achieve 3000 target, are then assessed by i-Ready Reading. Again, this provides teachers with specific skill deficit information which is then addressed during differentiated learning opportunities and computer lab. In addition, 3rd graders take the district ELA, Math and Science CGs which provide standards based data for instructional decision making and planning.

3rd, 4th and 5th Grade Students take Science CG assessments at the beginning of the year. These science baseline assessments provide opportunities for teachers to analyze data and create instructional focus calendars that align directly to their student needs. Once baselines are administered, CG assessments and classroom assessments are triangulated for informing decisions. 3rd-5th midyear FSA like district assessments will be administered and analyzed for second semester analysis and continuous improvement. FSA T-Score data will be analyzed and professional development provided to support teachers with developing knowledge on how these results correlate to overall performance and implications for differentiation.

Those who struggle during Tier I core instruction may have a PMP developed and be referred for Tier II problem solving and planning. The referral team consists of the general education teacher, ESE teacher, and Administration (Literacy Coach and Guidance Counselor as needed). Parents are brought into the process as a collaborative partner throughout the process. A data-driven Gap Assessment is conducted to identify areas of weakness. Aligned small group Tier II instruction is developed and implemented over a period of time. Student data is progress monitored for success.

Students may successfully exit from Tier II interventions or the RtI Team may refer students who continue not to improve to Tier III instruction and the MT referral process. The team ensures that Tier I, Tier II small group and Tier III individualized instruction are all aligned to Florida Standards as they progress monitor. Students who have active LEPs or 504s receive individual accommodations outlined through the within the regular classroom setting. However, those with IEPs receive additional VE support through the inclusion model. Both the basic education teacher and VE Resource teacher provide these services. Teachers plan collaboratively to ensure that students are engaged fully in the Florida Standards with accommodations as outlined in their plans. The teachers also progress monitor, communicate with parents and schedule reviews as needed. Gifted students with EPs are serviced through a pull-out model. Students who are identified as struggling learners within this group have the same RtI Problem Solving Process and PMP options. However, the Gifted Teacher joins the team as an active partner in the process.

***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:** After School Program

**Minutes added to school year:** 42,000

Stockton offers a quality morning and after school enrichment program, as well as, a summer camp. This time is utilized to engage students in academic support by qualified teachers, enrichment activities such as computer lab, music and arts lessons, scientific exploration and field trips. These opportunities provide all students with positive growth opportunities.

#### ***Strategy Rationale***

Before and after school enrichment opportunities provide a safe and meaningful place for students while their parents are working.

#### ***Strategy Purpose(s)***

- Enrichment

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

Roman, Cheryle, romanc@duvalschools.org

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

Enrollment data, disciplinary data, attendance, student and parent feedback are primary sources of assessing effectiveness. School based surveys are conducted to provide opportunities for input and continuous improvement.

## **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***

Stockton is a Science, Math and Technology Magnet school. During the school year, PK and Headstart centers that may vertically feed into our school visit for a school day as a "push in" field trip. These students have an opportunity to participate with a partner KG class throughout activities. In addition, school touring dates and Orientations are publicized through multiple school and district

communication venues. Families are provided with opportunities to visit classrooms and gain information. Stockton participates in the district Choice Expo in January, which allows for families to learn about Stockton, as well as, other district Choice options. The principal coordinates visitations and the facilitation of information to families who have unique situations and are unable to participate in the above mentioned events.

### 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***

Achieve 3000 goal setting provides students opportunities to explore and set goals for a career of interest. Guidance lessons provide college and career awareness for 5th graders. "Stockton Goes to College" is celebrated monthly during Monday Flag Raisings. During this time, the entire school enjoys showing spirit for their favorite college. At midyear, 5th Grade transition will occur as middle schools present curriculum and college aligned programs of interest.

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

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

***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***

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## 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

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

## Strategic Goals Summary

- G1.** If K-5 teachers will implement Science instruction, labs and reflections with fidelity and rigor as identified in master scheduling requirements, Florida NGSS and DCPS, then 80% of 5th graders will achieve Levels 3-5 on the 2015-2016 Science FCAT 2.0.
  
- G2.** If all teachers develop a deeper understanding of Florida English Language Arts Standards, Florida Assessment Specifications, DCPS Curriculum Framework and highly effective pedagogy for planning and implementing effective instruction, then 91% of 3rd-5th Graders will score above the 50% in FSA Reading.

## 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.** If K-5 teachers will implement Science instruction, labs and reflections with fidelity and rigor as identified in master scheduling requirements, Florida NGSS and DCPS, then 80% of 5th graders will achieve Levels 3-5 on the 2015-2016 Science FCAT 2.0. **1a**

G072024

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

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

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

- C Palms 4 Pillars of Instruction (Rigor-Science) Curriculum Guides Master Schedule Teacher Academy Performance Matters Unify Science PLC Lead Teacher and Assistant Principal Region 3 Science Resources and Feedback Florida 5th Grade Science Item Specifications

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

- Inconsistent pedagogy for implementing labs, reflections and quality feedback and knowledge of Four Pillars
- Inconsistent knowledge of Achieve 3000 Science Opportunities

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

Weekly review of lesson plans, instructional focus walks and review of student data sources, (Performance Matters, Achieve 3000, Labs etc.) will be discussed during weekly Leadership meetings and next steps for continuous improvement determined.

**Person Responsible**

**Schedule**

Weekly, from 9/30/2015 to 5/13/2016

**Evidence of Completion**

Student achievement data and focus walk outcomes/next steps. Leadership agendas and minutes.



**G2.** If all teachers develop a deeper understanding of Florida English Language Arts Standards, Florida Assessment Specifications, DCPS Curriculum Framework and highly effective pedagogy for planning and implementing effective instruction, then 91% of 3rd-5th Graders will score above the 50% in FSA Reading.

1a

**Targets Supported**

1b

G072025

Indicator	Annual Target
AMO Reading - All Students	91.0

**Resources Available to Support the Goal**

2

- CPalms.org Florida DOE Assessment Resources (Rubrics and Items Specifications by Grade Level) DCPS Curriculum Guides DCPS K-2 and 3-5 Literacy Coaches School Based Literacy Coach DCPS Approved Documents: Equip Protocol, Common Planning Tool and Agenda Webb's Depth of Knowledge Chart Job Embedded Professional Development: Common Planning, Data Chats, Early Release and Faculty Meetings

**Targeted Barriers to Achieving the Goal**

3

- Stakeholders have different levels knowledge of the Florida English Language Arts Standards, Item Specifications and expectations for success for writing standards. Therefore, inconsistencies are present within the planning, delivery and assessing of the Florida Standards.
- Lack of common expectations for writing genres and across the curriculum: emphasis integration of writing across the curriculum Math, Social Studies and Science

**Plan to Monitor Progress Toward G2.**

8

Each month, collaborative groups will utilize the Florida Standards, Item Specifications and Common Assessment Rubrics/Data and engage in an analysis of student work using a standardized protocol. These results will be used for continuous instructional improvement.

**Person Responsible**

Shelley Johnston

**Schedule**

Monthly, from 9/30/2015 to 5/30/2016

**Evidence of Completion**

Student Work Samples and Common Assessment Data, Rubrics, Sample Lessons will be used to demonstrate effectiveness.

## 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.** If K-5 teachers will implement Science instruction, labs and reflections with fidelity and rigor as identified in master scheduling requirements, Florida NGSS and DCPS, then 80% of 5th graders will achieve Levels 3-5 on the 2015-2016 Science FCAT 2.0. **1**

 G072024

**G1.B2** Inconsistent pedagogy for implementing labs, reflections and quality feedback and knowledge of Four Pillars **2**

 B187818

**G1.B2.S1** Professional Development will be provided on site regarding science planning and pedagogy for effective implementation and 4 Pillars of Excellence within Science. Targeted focus walks will be conducted weekly with specific feedback to teachers regarding next steps as related to PD deliverables.

**4**

 S199363

### Strategy Rationale

Explicit professional development, with clear expectations for implementation and follow up will increase consistency and quality of instruction.

### Action Step 1 **5**

Analyze teacher self assessment surveys and leadership focus walk feedback data to plan and deliver differentiated, explicit professional development opportunities.

#### Person Responsible

#### Schedule

Monthly, from 9/30/2015 to 5/27/2016

#### Evidence of Completion

Self Assessment Surveys; Focus Walk Records; Conference Reflections; Student Work Samples

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Leadership Team will monitor PD against focus walk artifacts for transference of pedagogy into practice and fidelity to master schedule.

**Person Responsible**

**Schedule**

Monthly, from 9/30/2015 to 5/27/2016

**Evidence of Completion**

Master Schedules, Focus Walk Outcomes/Next Steps, PD Agendas and Student Work Samples

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

3rd, 4th and 5th Grade CGA Baseline and FSA data will be analyzed to determine effectiveness over time.

**Person Responsible**


**Schedule**

Monthly, from 8/24/2015 to 5/13/2016

**Evidence of Completion**

Performance Matters CG and FSA Student Analysis Data

**G1.B4** Inconsistent knowledge of Achieve 3000 Science Opportunities **2**

 B187820

**G1.B4.S1** 3rd-5th Science Teachers will be trained in effective Achieve 3000 usage within Science Curriculum and transfer new knowledge into effective practices. **4**

 S199364

**Strategy Rationale**

Achieve 3000 provides rigorous, differentiated level sets that will enhance rigor for all students within science curriculum.

**Action Step 1** **5**

Train Science Teachers in Achieve 3000 Components and establish practice for implementation and follow up.

**Person Responsible**

**Schedule**

Weekly, from 9/30/2015 to 5/27/2016

**Evidence of Completion**

Attendance, Roster, Science Achieve 3000 Data Reports, Focus Walk Outcomes

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** **6**

Weekly Science Focus Walks and Achieve 3000 and Performance Matters Reports will provide progress monitoring data and next steps.

**Person Responsible**

**Schedule**

Weekly, from 9/30/2015 to 5/27/2016

**Evidence of Completion**

Focus Walk Logs, Outcomes/Next Steps; Achieve 3000 and Performance Matters Reports

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

3rd-5th Science Baseline and CG assessments will progress monitor effectiveness. FCAT 2.0 Science Assessment will determine if growth targets are met.

**Person Responsible**

**Schedule**

Quarterly, from 8/24/2015 to 5/13/2016

***Evidence of Completion***

Performance Matters Baseline/CG assessments and FCAT 2.0 Results

**G2.** If all teachers develop a deeper understanding of Florida English Language Arts Standards, Florida Assessment Specifications, DCPS Curriculum Framework and highly effective pedagogy for planning and implementing effective instruction, then 91% of 3rd-5th Graders will score above the 50% in FSA Reading. 1

G072025

**G2.B1** Stakeholders have different levels knowledge of the Florida English Language Arts Standards, Item Specifications and expectations for success for writing standards. Therefore, inconsistencies are present within the planning, delivery and assessing of the Florida Standards. 2

B187821

**G2.B1.S1** Leadership will collaboratively plan with all K-5 teachers, provide differentiated professional development, and actively participate in assessing student work samples through the implementation of established protocols, as well as, coach teachers individually. 4

S199365

### Strategy Rationale

As a learning community, all faculty are learning the Florida Standards. The Principal is the Instructional Leader of the school, while simultaneously a learner. Therefore, it is the vision for leadership to actively participate in the learning community in order to achieve targeted results and provide support through the change process.

### Action Step 1 5

Leadership and Grade Levels will actively engage in collaborative planning once weekly. Bi-monthly Early Release Wednesdays, Monthly Faculty Meetings and Quarterly Data Chats will also be utilized for differentiated teacher selected professional development and progress monitoring.

#### Person Responsible

Charlene McEarl

#### Schedule

Weekly, from 9/30/2015 to 9/30/2016

#### Evidence of Completion

Agendas and supporting documentation, common Criteria for Success Rubrics, Student work samples analyzed with standard protocols and CGA achievement data; Professional Development Plan, Teacher Surveys and Exit Tickets

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Collaborative Planning Sessions will have established Deliverables and expectations for implementation. The Leadership Team will review the products and provide feedback to grade levels. Student Work Samples will be reviewed with a standard protocol and achievement data will be progress monitored for continuous improvement.

**Person Responsible**

Charlene McEarl

**Schedule**

Weekly, from 9/30/2015 to 5/31/2016

**Evidence of Completion**

Agendas, Deliverables, Exit Tickets, Student Samples with Protocol Analysis, Student CGA Achievement Data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Leadership will monitor student work samples, Performance Matter data, common planning outcomes and classroom profile sheets and assess growth towards standards both on grade level and vertically across grade levels.

**Person Responsible**

Shelley Johnston

**Schedule**

Monthly, from 9/30/2015 to 5/27/2016

**Evidence of Completion**

Common Planning Agendas, Tools, Student Portfolios/Samples and Data Analysis

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Leadership will monitor student work samples, Performance Matter data, common planning outcomes and classroom profile sheets and assess growth towards standards both on grade level and vertically across grade levels.

**Person Responsible**

Shelley Johnston

**Schedule**

Monthly, from 9/30/2015 to 5/27/2016

**Evidence of Completion**

Common Planning Agendas, Tools, Student Portfolios/Samples and Data Analysis

**G2.B2** Lack of common expectations for writing genres and across the curriculum: emphasis integration of writing across the curriculum Math, Social Studies and Science 2

 B187822

**G2.B2.S1** Teachers and Leadership will develop and implement common rubrics for written application of genres and within content areas and provide feedback to students which promotes a deeper understanding of writing standards for communication of ideas and conveying information as it relates outside of ELA. 4

 S199366

**Strategy Rationale**

Students who learn written standards within isolation and do not have clear expectations for using writing standards for effective communication across content areas will fail to transfer knowledge in alternative context. Math Social Studies and Science Teachers often do not have the content training to support the integration and expectation within lessons.

**Action Step 1 5**

Develop grade level appropriate writing rubrics for ELA and cross content application, self assessment and assess student work to standard using the Equip Protocol.

**Person Responsible**

Shelley Johnston

**Schedule**

Monthly, from 9/30/2015 to 5/30/2016

**Evidence of Completion**

Written student samples within Interactive Journals, portfolios, classroom profile sheets and rubrics



**Action Step 2** 5

Science, Social Studies and Math Focus Walks will identify and celebrate exemplars of writing across the curriculum.

**Person Responsible**

Charlene McEarl

**Schedule**

Weekly, from 9/30/2015 to 5/27/2016

**Evidence of Completion**

Exemplar work samples with rubrics and feedback; Presentations and Celebration artifacts

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Weekly Leadership Meetings will provide opportunities for the leadership team to assess monthly writing samples and teacher data.

**Person Responsible**

Shelley Johnston

**Schedule**

Weekly, from 9/30/2015 to 5/27/2016

**Evidence of Completion**

Performance Matters writing data, classroom profile sheets and weekly collaborative planning outcomes.

**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
G1.B2.S1.A1	Analyze teacher self assessment surveys and leadership focus walk feedback data to plan and deliver differentiated, explicit professional development opportunities.		9/30/2015	Self Assessment Surveys; Focus Walk Records; Conference Reflections; Student Work Samples	5/27/2016 monthly
G1.B4.S1.A1	Train Science Teachers in Achieve 3000 Components and establish practice for implementation and follow up.		9/30/2015	Attendance, Roster, Science Achieve 3000 Data Reports, Focus Walk Outcomes	5/27/2016 weekly
G2.B1.S1.A1	Leadership and Grade Levels will actively engage in collaborative planning once weekly. Bi-monthly Early Release Wednesdays, Monthly Faculty	McEarl, Charlene	9/30/2015	Agendas and supporting documentation, common Criteria for Success Rubrics, Student work samples analyzed with standard protocols and	9/30/2016 weekly

**Duval - 0881 - John Stockton Elementary School - 2015-16 SIP**  
*John Stockton Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Meetings and Quarterly Data Chats will also be utilized for differentiated teacher selected professional development and progress monitoring.			CGA achievement data; Professional Development Plan, Teacher Surveys and Exit Tickets	
G2.B2.S1.A1	Develop grade level appropriate writing rubrics for ELA and cross content application, self assessment and assess student work to standard using the Equip Protocol.	Johnston , Shelley	9/30/2015	Written student samples within Interactive Journals, portfolios, classroom profile sheets and rubrics	5/30/2016 monthly
G2.B2.S1.A2	Science, Social Studies and Math Focus Walks will identify and celebrate exemplars of writing across the curriculum.	McEarl, Charlene	9/30/2015	Exemplar work samples with rubrics and feedback; Presentations and Celebration artifacts	5/27/2016 weekly
G1.MA1	Weekly review of lesson plans, instructional focus walks and review of student data sources, (Performance Matters, Achieve 3000, Labs etc.) will be discussed during weekly Leadership meetings and next steps for continuous improvement determined.		9/30/2015	Student achievement data and focus walk outcomes/next steps. Leadership agendas and minutes.	5/13/2016 weekly
G1.B2.S1.MA1	3rd, 4th and 5th Grade CGA Baseline and FSA data will be analyzed to determine effectiveness over time.		8/24/2015	Performance Matters CG and FSA Student Analysis Data	5/13/2016 monthly
G1.B2.S1.MA1	Leadership Team will monitor PD against focus walk artifacts for transference of pedagogy into practice and fidelity to master schedule.		9/30/2015	Master Schedules, Focus Walk Outcomes/Next Steps, PD Agendas and Student Work Samples	5/27/2016 monthly
G1.B4.S1.MA1	3rd-5th Science Baseline and CG assessments will progress monitor effectiveness. FCAT 2.0 Science Assessment will determine if growth targets are met.		8/24/2015	Performance Matters Baseline/CG assessments and FCAT 2.0 Results	5/13/2016 quarterly
G1.B4.S1.MA1	Weekly Science Focus Walks and Achieve 3000 and Performance Matters Reports will provide progress monitoring data and next steps.		9/30/2015	Focus Walk Logs, Outcomes/Next Steps; Achieve 3000 and Performance Matters Reports	5/27/2016 weekly
G2.MA1	Each month, collaborative groups will utilize the Florida Standards, Item Specifications and Common Assessment Rubrics/Data and engage in an analysis of student work using a standardized protocol. These results will be used for continuous instructional improvement.	Johnston , Shelley	9/30/2015	Student Work Samples and Common Assessment Data, Rubrics, Sample Lessons will be used to demonstrate effectiveness.	5/30/2016 monthly
G2.B1.S1.MA1	Leadership will monitor student work samples, Performance Matter data, common planning outcomes and classroom profile sheets and assess growth towards standards both on grade level and vertically across grade levels.	Johnston , Shelley	9/30/2015	Common Planning Agendas, Tools, Student Portfolios/Samples and Data Analysis	5/27/2016 monthly
G2.B1.S1.MA1	Leadership will monitor student work samples, Performance Matter data, common planning outcomes and classroom profile sheets and assess growth towards standards both on grade level and vertically across grade levels.	Johnston , Shelley	9/30/2015	Common Planning Agendas, Tools, Student Portfolios/Samples and Data Analysis	5/27/2016 monthly
G2.B1.S1.MA1	Collaborative Planning Sessions will have established Deliverables and expectations for implementation. The Leadership Team will review the products and provide feedback to grade	McEarl, Charlene	9/30/2015	Agendas, Deliverables, Exit Tickets, Student Samples with Protocol Analysis, Student CGA Achievement Data	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	levels. Student Work Samples will be reviewed with a standard protocol and achievement data will be progress monitored for continuous improvement.				
G2.B2.S1.MA1	Weekly Leadership Meetings will provide opportunities for the leadership team to assess monthly writing samples and teacher data.	Johnston , Shelley	9/30/2015	Performance Matters writing data, classroom profile sheets and weekly collaborative planning outcomes.	5/27/2016 weekly

## 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.** If K-5 teachers will implement Science instruction, labs and reflections with fidelity and rigor as identified in master scheduling requirements, Florida NGSS and DCPS, then 80% of 5th graders will achieve Levels 3-5 on the 2015-2016 Science FCAT 2.0.

**G1.B2** Inconsistent pedagogy for implementing labs, reflections and quality feedback and knowledge of Four Pillars

**G1.B2.S1** Professional Development will be provided on site regarding science planning and pedagogy for effective implementation and 4 Pillars of Excellence within Science. Targeted focus walks will be conducted weekly with specific feedback to teachers regarding next steps as related to PD deliverables.

### PD Opportunity 1

Analyze teacher self assessment surveys and leadership focus walk feedback data to plan and deliver differentiated, explicit professional development opportunities.

#### Facilitator

Arron Walker, Assistant Principal

#### Participants

Science Teachers

#### Schedule

Monthly, from 9/30/2015 to 5/27/2016

**G1.B4** Inconsistent knowledge of Achieve 3000 Science Opportunities

**G1.B4.S1** 3rd-5th Science Teachers will be trained in effective Achieve 3000 usage within Science Curriculum and transfer new knowledge into effective practices.

### PD Opportunity 1

Train Science Teachers in Achieve 3000 Components and establish practice for implementation and follow up.

#### Facilitator

#### Participants

3rd-5th Science Teachers

#### Schedule

Weekly, from 9/30/2015 to 5/27/2016

**G2.** If all teachers develop a deeper understanding of Florida English Language Arts Standards, Florida Assessment Specifications, DCPS Curriculum Framework and highly effective pedagogy for planning and implementing effective instruction, then 91% of 3rd-5th Graders will score above the 50% in FSA Reading.

**G2.B1** Stakeholders have different levels knowledge of the Florida English Language Arts Standards, Item Specifications and expectations for success for writing standards. Therefore, inconsistencies are present within the planning, delivery and assessing of the Florida Standards.

**G2.B1.S1** Leadership will collaboratively plan with all K-5 teachers, provide differentiated professional development, and actively participate in assessing student work samples through the implementation of established protocols, as well as, coach teachers individually.

### **PD Opportunity 1**

Leadership and Grade Levels will actively engage in collaborative planning once weekly. Bi-monthly Early Release Wednesdays, Monthly Faculty Meetings and Quarterly Data Chats will also be utilized for differentiated teacher selected professional development and progress monitoring.

#### **Facilitator**

Charlene McEarl, Principal Shelley Johnston, Literacy Coach Arron Walker, A.P.

#### **Participants**

All K-5 Teachers

#### **Schedule**

Weekly, from 9/30/2015 to 9/30/2016

**G2.B2** Lack of common expectations for writing genres and across the curriculum: emphasis integration of writing across the curriculum Math, Social Studies and Science

**G2.B2.S1** Teachers and Leadership will develop and implement common rubrics for written application of genres and within content areas and provide feedback to students which promotes a deeper understanding of writing standards for communication of ideas and conveying information as it relates outside of ELA.

### **PD Opportunity 1**

Develop grade level appropriate writing rubrics for ELA and cross content application, self assessment and assess student work to standard using the Equip Protocol.

#### **Facilitator**

Principal and Literacy Coach

#### **Participants**

K-5 All Teachers

#### **Schedule**

Monthly, from 9/30/2015 to 5/30/2016

**Technical Assistance Items**

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**Budget**

<b>Budget Data</b>			
1	G1.B2.S1.A1	Analyze teacher self assessment surveys and leadership focus walk feedback data to plan and deliver differentiated, explicit professional development opportunities.	\$0.00
2	G1.B4.S1.A1	Train Science Teachers in Achieve 3000 Components and establish practice for implementation and follow up.	\$0.00
3	G2.B1.S1.A1	Leadership and Grade Levels will actively engage in collaborative planning once weekly. Bi-monthly Early Release Wednesdays, Monthly Faculty Meetings and Quarterly Data Chats will also be utilized for differentiated teacher selected professional development and progress monitoring.	\$0.00
4	G2.B2.S1.A1	Develop grade level appropriate writing rubrics for ELA and cross content application, self assessment and assess student work to standard using the Equip Protocol.	\$0.00
5	G2.B2.S1.A2	Science, Social Studies and Math Focus Walks will identify and celebrate exemplars of writing across the curriculum.	\$0.00
			<b>Total: \$0.00</b>