John Stockton Elementary School

2016-17 Schoolwide Improvement Plan

John Stockton Elementary School

4827 CARLISLE RD, Jacksonville, FL 32210

http://www.duvalschools.org/stockton

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	25%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for John Stockton Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. 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).

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

During the 2015-2016 School Year there were 43 referrals with 25 unique offenders, 2 in school suspension occurrences, and 3 out of school suspension occurrences.

Currently the Kindergarten through 5th Grade Rate of Attendance is 96.4%. There were 4.7% in attendance less than 90% of the time.

AIT meetings are held on a monthly basis or as needed basis.

There were no students retained in kindergarten through fifth grade based on course failure. There were 5 students who were retained based on the Florida State Assessment in third grade. However, three of those students were able to grade recover through a summer school program provided by Duval County Public Schools.

There were a total of 25 level ones in 3rd through 5th grade in ELA and 18 level ones in 3rd through 5th grade in math on the Florida State Assessment.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	3	4	7	9	3	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	18	14	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	3	1	0	0	0	0	0	0	0	4

c. 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/RtI 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

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

2. 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 include, but are not limited to, Big MAC (Men Active on Campus) Week, Picnics, Science Day, Dances, Movie Night, Holiday programs, Muffins with Mom, Donuts with Dad, Dudes do Read, and talent shows. These events all 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.

2. 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.

C. 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).

1. School Leadership Team

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

Name	Title
Brannan, Stephanie	Principal
Walker, Aaron	Assistant Principal
Johnston , Shelley	Instructional Coach

b. Duties

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

The Leadership team meets weekly to discuss school wide practices observed through walkthroughs and observations to ensure systems are in place that improve student achievement. All classes are monitored weekly and are provided with follow up as needed. The leadership team participates in scheduled weekly grade level planning sessions to assist with collaborative planning and the creation of assessments. Based on these observations, planning sessions and student data, professional development is determined. Members of the leadership team stay abreast of current best practices and continually research materials that will enhance instruction.

2. 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.

The school leadership team utilizes teacher, student and parent survey results from the previous year to determine areas in need of improvement. This information in conjunction with formal and informal observations and walkthroughs help provide an academic focus while maintaining a positive culture. Based on this information, the leadership team and the shared decison making team then determines how to best utilize district funds such as SAI dollars, in order to provide resource and personnel that are aligned to the school's goals. Beginning in January, an after school tutoring program will be implemented that targets students in
the lower quartile in reading and math. The leadership team also collaborates with the School Advisory Committee in order to create the Mid-Year Stakeholders Report.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Monett Brewer	Parent
Charles Mills	Business/Community
Kevin Posey	Parent
Higbe, James	Parent
Slye, Melissa	Parent
Smith-Miller, Georgia	Parent
Benton, John	Parent
Watkins, Jennifer	Teacher
Day, Carolyn	Teacher
Stephanie Brannan	Principal
Michael Smith	Parent
Regan Thorensen	Parent
Katie Dearing	Parent
Stuart Linning	Parent
Georgia Smith- Miller	Parent
Amanda Lochrie	Parent
Melissa Dearing	Parent

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Brannan, Stephanie	Principal
Johnston , Shelley	Instructional Coach
Walker, Aaron	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Stockton's LLT team will meet weekly on Monday @ 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.

D. 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).

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

Teachers are provided with a variety of collaborative opportunities to plan together. Schedules ensure that teachers have three days of common planning time each week. One of these days, teachers meet with administrators and the Instructional Coach to review data, student work and ensure the curriculum provided by the district is being taught with fidelity so that our children are receiving a rigorous education. There is also a six week rotating schedule to allow for grade levels to meet for two hours of uninterrupted

PLC time on their assigned Monday, in order to work on becoming an expert on the curriculum, analyzing standards, analyzing student work or analyzing data. Teachers also participate on subject based committees on a monthly basis to assist with planning parent academic nights, reviewing the school improvement plan, determining additional professional development needs and/or participating in professional book studies. The leadership team will model and lead using a variety of protocols in order to create a more positive and interactive school environment.

2. 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. Duval County has initiated a new Professional Development Protocol this year where our administrative team, the reading coach, a math lead and a science lead will engage in a professional development cycle that will allow all teachers to become involved in instructional rounding here at the school level.

Additionally we provide Monthly New Teacher Meetings, all new teachers are assigned an experienced mentor/ buddy and most recently, our social committee started a New Teacher Survival Celebration where they provided snacks and camaraderie for our "new to Stockton" teachers.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, Duval Reads, Saxon Phonics, 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.

b. Instructional Strategies

1. 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.

The school uses data from a variety of sources, including informal and formal assessments. At the beginning of the year, teachers administer assessments such as FLKRS, DAR, I-Ready, and Achieves 3000 to determine where students are currently performing. Based upon all of this data, the teachers design small group center rotations that meet the needs of individual students. During grade level meetings and PLC meetings, the leadership team reviews the current data and assists teachers in developing lessons that meet the needs of all students. When students are struggling with meeting the benchmark expectations, the teachers plan for small group or individualized instruction in order to provide Tier 2 and Tier 3 interventions. Progress Monitoring Plans (PMPs) can also be developed to assist struggling learners.

Most recently we have enrolled 5 teachers and 2 administrators to take part in the new Gifted Endorsement Certification. This will assist teachers and administrators to be better prepared to meet the needs of our higher performing students as well and apply new techniques and strategies.

2. 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: 32,400

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.

2. Student Transition and Readiness

a. 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).

1. 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 as a field trip.

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's School Choice Expo in January, which allows for families to learn about Stockton, as well as, other district Choice options. Day and evening tours are offered to accommodate working families.

This year, Stockton will coordinate a Middle School event which will allow a variety of middle schools to present their programs to our rising 6th graders. During this time, the assistant principal will provide information regarding the magnet lottery process to parents.

This year, we will implement a new activity called "Moving on Up" where all students in Kindergarten through fourth grade will visit a classroom of their rising grade level.

As a school with a high military presence, we are fortunate enough to have a Military Family Life Counselor on site every day. She eats lunch with students daily and helps coordinate events that bring the military in for a variety of reasons. She also meets with students as they transition into our school as a new student and will assist students dealing with deployments of their parents.

b. College and Career Readiness

1. 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 the second half of the school year. 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.

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Upon looking at our FSA data from the 2015-2016 school year, we noticed that there were low percentages for learning gains and bottom quartile learning gains in the reading and math areas. We decided that using our PLCs and ACPs to look at data and determine differentiated instruction would help with moving our school.

We also know that culture was a big area of concern for John Stockton over the last several years based on TNTP and Gallup data. We determined that by building relationships and improving communication our school climate and culture will create a more inviting atmosphere, which in turn will improve student achievement.

B. 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"Â? 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.

When reviewing 2015-2016 FSA results, we determined that individual student growth needs were not being met.

When reviewing climate surveys, it was noticed that stakeholders needed an increase in communication and more attention paid to the social aspect of school culture.

C. Strategic Goals

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 John Stockton Elementary develops a positive, collaborative culture, then positive behaviors of all stakeholders and student achievement will increase.

G2.   If we structure Professional Learning Communities with the implementation of purposeful planning including data analysis, small groups, higher order questioning and written extensions, then rigor will increase in all academic areas.

Strategic Goals Detail

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

G1. If John Stockton Elementary develops a positive, collaborative culture, then positive behaviors of all stakeholders and student achievement will increase. `1a`

🔍 G086411

Targets Supported `1b`

Indicator	Annual Target
School Climate Survey - Student	10.0
School Climate Survey - Staff	10.0
School Climate Survey - Parent	10.0
FSA ELA Achievement	80.0
FSA Mathematics Achievement	88.0
FCAT 2.0 Science Proficiency	88.0

Targeted Barriers to Achieving the Goal `3`

- discourse between stakeholders

Resources Available to Help Reduce or Eliminate the Barriers `2`

- -Sunshine Committee -Lastinger Protocols -SAC training (district provided) -Committee Structure -Monthly parent Newsletter "Dolphin Dive" -Surveys

Plan to Monitor Progress Toward G1. `8`

We will continue to collect and analyze survey data to determine progress.

Person Responsible

Aaron Walker

Schedule

Triannually, from 7/1/2016 to 5/26/2017

Evidence of Completion

Survey data from TNTP, Gallup, FAME, and climate

G2. If we structure Professional Learning Communities with the implementation of purposeful planning including data analysis, small groups, higher order questioning and written extensions, then rigor will increase in all academic areas. 1a

🔑 G086412

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	88.0
ELA/Reading Gains	65.0
Math Gains	78.0
Math Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	88.0

Targeted Barriers to Achieving the Goal 3

- Several teachers new to either the profession, new to a grade level, or new to the content area

Resources Available to Help Reduce or Eliminate the Barriers 2

- -Master Schedule to allow for more common planning and PLC time for all grade levels K-5 - Curriculum Guides/ Teacher's Editions/ Item Specifications -Professional Development Videos through virtual common planning -Template/ protocol for planning -District support staff (math and reading coaches)

Plan to Monitor Progress Toward G2. 8

CAST Next Steps, walkthrough forms, instructional rounding feedback forms, iReady, Achieves 3000 and baseline data

Person Responsible
Stephanie Brannan

Schedule
Daily, from 8/26/2016 to 5/26/2017

Evidence of Completion
Classroom observations, various data points, data chat logs, and small group lesson plans

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 John Stockton Elementary develops a positive, collaborative culture, then positive behaviors of all stakeholders and student achievement will increase. 1

🔑 G086411

G1.B1 discourse between stakeholders 2

🔑 B229640

G1.B1.S1 Receive input regarding school culture (one on one with teachers, SAC, PTA, Focus Groups, and a community meeting) 4

🔑 S242283

Strategy Rationale

To receive input in order to improve culture

Action Step 1 5

Meet individually with all teachers (one on one), SAC, PTA, conduct Focus Groups with parents and have a community meeting

Person Responsible

Stephanie Brannan

Schedule

Triannually, from 7/15/2016 to 5/26/2017

Evidence of Completion

Meeting notes, sign in sheets, agendas and minutes.

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

Principal will keep a calendar with all scheduled meetings and dates in order to ensure all stakeholders are invited.

Person Responsible

Aaron Walker

Schedule

Triannually, from 8/26/2016 to 5/26/2017

Evidence of Completion

Principal calendar/ logs, sign in sheets, meeting notes, agendas and minutes

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

We will continue to monitor the survey data for improvement and continue to meet with the various groups that represent all stakeholders.

Person Responsible

Aaron Walker

Schedule

Triannually, from 7/1/2016 to 5/26/2017

Evidence of Completion

survey data, agendas, minutes, meeting notes, & sign-in sheets

G1.B1.S2 Improve communication among all stakeholders 4

 S242284

Strategy Rationale

Better communication leads to improving culture

Action Step 1 5

Create monthly parent newsletters, weekly newsletters for teachers, master calendar with monthly updates, frequent principal emails to parents and use of School Messenger messages to parents

Person Responsible

Stephanie Brannan

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

newsletters, School Messenger log, and principal emails

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership Team conversations to ensure timely distribution to all stakeholders

Person Responsible

Stephanie Brannan

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

newsletters, leadership team minutes, logs, principal emails

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

The leadership team will look at survey data on a consistent basis

Person Responsible

Stephanie Brannan

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Survey data and leadership minutes

G2. If we structure Professional Learning Communities with the implementation of purposeful planning including data analysis, small groups, higher order questioning and written extensions, then rigor will increase in all academic areas. `1`

🔍 G086412

G2.B1 Several teachers new to either the profession, new to a grade level, or new to the content area `2`

🔍 B229641

G2.B1.S1 Provide teachers with a set Administrative Common Planning (ACP) time each week where admin and the reading coach sit and plan with teachers using data and student work to drive instruction to meet the needs of students. `4`

🔍 S242285

Strategy Rationale

This process will help to provide teachers with some small group planning time with admin. on a very regular basis.

Action Step 1 `5`

We will create differentiated training sessions based on the needs of each grade level. We will also meet with each grade level weekly to assist with the planning, instructional delivery, small group instruction, and data
analysis.

Person Responsible

Shelley Johnston

Schedule

Weekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Master schedule, Administrators calendar/log, & minutes taken at each meeting

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

The leadership team will create the agendas and participate in the planned training sessions for each grade level each week. Admin will then follow up by conducting walk throughs and CAST observations to determine the fidelity of the implementation gained during the training sessions.

Person Responsible

Stephanie Brannan

Schedule

Weekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Agendas, administrators' calendars and logs, walk through forms, and CAST observation forms with feedback

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

Administration will conduct CAST observations and informal walk throughs to determine if the planned training sessions are yielding results in the lessons, small group centers, etc...

Person Responsible

Stephanie Brannan

Schedule

Daily, from 8/26/2016 to 5/26/2017

Evidence of Completion

CAST observations with feedback and informal walk throughs with feedback

G2.B1.S2 Provide teachers with PLCs for curriculum implementation and differentiation 4

🔑 S242286

Strategy Rationale

This process will help to provide teachers with additional small group collaborative time with admin. and the reading coach to improve student achievement.

Action Step 1 5

Create a master resource schedule which allows for a six week rotation schedule, allowing for a large block of additional, uninterrupted planning time for all grade levels.

Person Responsible

Aaron Walker

Schedule

Every 6 Weeks, from 8/26/2016 to 5/26/2017

Evidence of Completion

Master resource schedule, administration's calendars/ logs, & minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The leadership team will create the agendas and participate in the planned training sessions for each grade level every 6 weeks. Admin will then follow up by conducting walk throughs and CAST observations to determine the fidelity of the implementation gained during the training sessions.

Person Responsible

Stephanie Brannan

Schedule

Every 6 Weeks, from 8/26/2016 to 5/26/2017

Evidence of Completion

Walk through forms, administrators' calendars/ logs, agendas and minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Administration will conduct informal walkthroughs and CAST observations to determine if planned lessons are providing the high levels of rigor, high order questioning, written extensions across content areas, and small
groups based on data.

Person Responsible

Stephanie Brannan

Schedule

Weekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

CAST observation forms with feedback and walk through forms

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 🔍 M323703	We will continue to collect and analyze survey data to determine progress.	Walker, Aaron	7/1/2016	Survey data from TNTP, Gallup, FAME, and climate	5/26/2017 triannually
G2.MA1 🔍 M323708	CAST Next Steps, walkthrough forms, instructional rounding feedback forms, iReady, Achieves 3000...	Brannan, Stephanie	8/26/2016	Classroom observations, various data points, data chat logs, and small group lesson plans	5/26/2017 daily
G1.B1.S1.MA1 🔍 M323699	We will continue to monitor the survey data for improvement and continue to meet with the various...	Walker, Aaron	7/1/2016	survey data, agendas, minutes, meeting notes, & sign-in sheets	5/26/2017 triannually
G1.B1.S1.MA1 🔍 M323700	Principal will keep a calendar with all scheduled meetings and dates in order to ensure all...	Walker, Aaron	8/26/2016	Principal calendar/ logs, sign in sheets, meeting notes, agendas and minutes	5/26/2017 triannually
G1.B1.S1.A1 🔍 A313592	Meet individually with all teachers (one on one), SAC, PTA, conduct Focus Groups with parents and...	Brannan, Stephanie	7/15/2016	Meeting notes, sign in sheets, agendas and minutes.	5/26/2017 triannually
G2.B1.S1.MA1 🔍 M323704	Administration will conduct CAST observations and informal walk throughs to determine if the...	Brannan, Stephanie	8/26/2016	CAST observations with feedback and informal walk throughs with feedback	5/26/2017 daily
G2.B1.S1.MA1 🔍 M323705	The leadership team will create the agendas and participate in the planned training sessions for...	Brannan, Stephanie	8/26/2016	Agendas, administrators' calendars and logs, walk through forms, and CAST observation forms with feedback	5/26/2017 weekly
G2.B1.S1.A1 🔍 A313594	We will create differentiated training sessions based on the needs of each grade level. We will...	Johnston , Shelley	8/26/2016	Master schedule, Administrators calendar/log, & minutes taken at each meeting	5/26/2017 weekly
G2.B1.S2.MA1 🔍 M323706	Administration will conduct informal walkthroughs and CAST observations to determine if planned...	Brannan, Stephanie	8/26/2016	CAST observation forms with feedback and walk through forms	5/26/2017 weekly
G2.B1.S2.MA1 🔍 M323707	The leadership team will create the agendas and participate in the planned training sessions for...	Brannan, Stephanie	8/26/2016	Walk through forms, administrators' calendars/ logs, agendas and minutes	5/26/2017 every-6-weeks
G2.B1.S2.A1 🔍 A313595	Create a master resource schedule which allows for a six week rotation schedule, allowing for a...	Walker, Aaron	8/26/2016	Master resource schedule, administration's calendars/ logs, & minutes	5/26/2017 every-6-weeks
G1.B1.S2.MA1 🔍 M323701	The leadership team will look at survey data on a consistent basis	Brannan, Stephanie	8/1/2016	Survey data and leadership minutes	6/2/2017 weekly
G1.B1.S2.MA1 🔍 M323702	Leadership Team conversations to ensure timely distribution to all stakeholders	Brannan, Stephanie	8/1/2016	newsletters, leadership team minutes, logs, principal emails	6/2/2017 weekly
G1.B1.S2.A1 🔍 A313593	Create monthly parent newsletters, weekly newsletters for teachers, master calendar with monthly...	Brannan, Stephanie	8/1/2016	newsletters, School Messenger log, and principal emails	6/2/2017 weekly