John Stockton Elementary School

2022-23 Schoolwide Improvement Plan

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John Stockton Elementary School

4827 CARLISLE RD, Jacksonville, FL 32210

http://www.duvalschools.org/stockton

Demographics

Principal: Stephanie Brannan

Start Date for this Principal: 7/18/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2018-19: A (77%) 2017-18: A (79%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	37%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Brannan, Stephanie	Principal	The main roles of the administration team is to oversee the instructional and managerial processes of the school. Administration observes, supports, provides professional development and evaluates teachers and all other members of the school. The principal also oversees the school budget, professional development, school activities and engages stakeholders. The principal also engages with the students on a daily basis providing small group support as well as academic goal setting.
Doss, Angela	Assistant Principal	The main roles of the administration team is to oversee the instructional and managerial processes of the school. Administration observes, supports, provides professional development and evaluates teachers and all other members of the school. The principal also oversees the school budget, professional development, school activities and engages stakeholders. The principal also engages with the students on a daily basis providing small group support as well as academic goal setting.
Fulton, Sunshine	School Counselor	The main roles of a school counselor, is to serve as an advocate for all students. She provides a comprehensive school counseling program that meets the academic and social/emotional. needs of our students. She assists students with accessing additional resources needed to ensure they are successful in school. The school counselor also facilitates all of our Multi-Tiered System of Supports meetings and Multidisciplinary Team meetings. As a former teacher and math coach, Mrs. Fulton is also able to provide instructional support to teachers and students as needed.

Demographic Information

Principal start date

Monday 7/18/2022, Stephanie Brannan

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

425

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	67	76	65	76	71	0	0	0	0	0	0	0	424
Attendance below 90 percent	0	6	6	5	9	3	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	4	3	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	1	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	1	6	5	7	0	0	0	0	0	0	0	0	0	19

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	6	3	5	3	1	0	0	0	0	0	0	0	19

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/24/2022

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	
Number of students enrolled	69	78	61	68	72	83	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	5	3	2	7	8	0	0	0	0	0	0	0	25
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	3	1	0	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	1	4	9	4	40	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	4	10	6	11	27	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	4	4	5	19	0	0	0	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	69	78	61	68	72	83	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	5	3	2	7	8	0	0	0	0	0	0	0	25
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	3	1	0	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	1	4	9	4	40	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	4	10	6	11	27	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	4	4	5	19	0	0	0	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	82%	50%	56%				85%	50%	57%
ELA Learning Gains	71%						66%	56%	58%
ELA Lowest 25th Percentile	53%						64%	50%	53%
Math Achievement	94%	48%	50%				92%	62%	63%
Math Learning Gains	85%						82%	63%	62%
Math Lowest 25th Percentile	75%						79%	52%	51%
Science Achievement	76%	59%	59%				74%	48%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	51%	31%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	84%	52%	32%	58%	26%
Cohort Comparison		-82%				
05	2022					
	2019	87%	50%	37%	56%	31%
Cohort Comparison		-84%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	88%	61%	27%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	97%	64%	33%	64%	33%
Cohort Comparison		-88%				
05	2022					
	2019	91%	57%	34%	60%	31%
Cohort Comparison		-97%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	74%	49%	25%	53%	21%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	44	54	40	75	73	69	15				
ASN	80			100							
BLK	60	67	50	77	75	69					
HSP	75			100							
MUL	82			91							
WHT	87	74	69	97	89	88	84				
FRL	67	63		83	83	79	60				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	47	10		67	60						
ASN	90			100							
BLK	61	50		69	53		75				
HSP	94			94							
MUL	82			71							
WHT	87	52	46	92	75		82				
FRL	64	50		64	64		71				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	59	60		64	75						
BLK	64	45		83	74		40				
HSP	93			93							
MUL	100	70		88	70						
WHT	86	72	68	93	83	81	75				
FRL	75	68	62	83	68	71	65				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	88
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	87
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	84
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	73
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We saw tremendous gains in math specifically in the area of LPQ gains with a 30-point increase. In terms of ELA, we did show improvement in gains and LPQ gains however we still have room to improve. We are also seeing gains in writing with students receiving at least a score of 7 with a 25-point increase in 4th grade and a 15-point increase in 5th grade.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Although we did make an 11-point gain in our ELA LPQ area, we still remain at only 53%. This is an area we will continue to focus on this year. We did see a dip in science as well going from 80% proficiency to 76%, a decrease of 4 points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based on the beginning of year diagnostics, we will develop a specific plan for each LPQ student, which will provide more intensive interventions and support for each of them. Our goal is to target their individual needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The content area that showed the most gains overall was math. Our proficiency increased by 7-points, our gains increased by 14-points and our LPQ increased by 30-points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

As a whole, our teachers placed an emphasis on small group instruction and independent folders that were specifically geared toward each individual child's needs. The teachers were also made aware of their lowest performing quartile students at the very beginning of the year and continual emphasis was placed on those students during ongoing data chats.

What strategies will need to be implemented in order to accelerate learning?

Teachers will continue to utilize small group instruction and independent folders during center time to ensure they are meeting students at their level. We will also need to ramp up our small group instruction and ensure it is focused and intentional, specifically with our lowest performing quartile students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Administration will continue to plan and support teachers utilizing the new reading and math curriculums while ensuring small group instruction and differentiated centers are being implemented with fidelity.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to sustain the gains we have made, we will continue some of our same practices of small group instruction, individual folders, and student supports. We just need to be more intentional in what and how we do it. It is my hope that the new curriculum will help to support our standards based instruction to ensure student achievement.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 21-22 Science FSA data, 76% of students were proficient, which is a 4% decrease from the 20-21 school year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At least 80% of our students will be proficient on the 22-23 NGSS State Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will ensure instruction is standards based. The leadership team will conduct various observations via walkthroughs, formal and informal observations and student data chats.
Person responsible for monitoring outcome:	Stephanie Brannan (shepards@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Administration will continue to plan and support teachers via PLCs to ensure that standards based instruction is taking place daily with fidelity.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The majority of the teachers in 3rd-5th grade are new to their grade level and/or content this year. They will need plenty of support on science instruction.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Providing support utilizing our district science specialist.	
Person Responsible	Stephanie Brannan (shepards@duvalschools.org)
Determining our ELA LPQ students early on so that the science teachers can provide additional reading strategies to help support struggling students.	
Person Responsible	Stephanie Brannan (shepards@duvalschools.org)
Ensuring the teachers are utilizing the online platforms Study Island and Gizmos in their weekly lesson plans.	
Person Responsible	Angela Doss (dossa@duvalschools.org)
Implementation of the Achieve club before school.	
Person Responsible	Angela Doss (dossa@duvalschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 21-22 FSA data, 82% of students were proficient in ELA, which is a decrease from the previous year. We would love to see at least 85% of our students show proficiency on the 22-23 state assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At least 85% of our students will be proficient on the 22-23 state assessment for ELA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will monitor the instruction to ensure fidelity of the standards based instruction and implementation of the new curriculum via district standards walk throughs, classroom observations, informal and formal observations, student data discussions and through the use of data and conversations around the data via PLCs.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Administration will continue to plan and support teachers via PLCs to ensure the new reading curriculum is being utilized with fidelity to support standards-based instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research shows that when students are provided standards-based instruction, they are more likely to be proficient. Due to the fact that we have new standards and a new curriculum, it is imperative that the administration team work collaboratively with the teachers to ensure understanding and implementation of standards-based instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLCs will be primarily dedicated to the understanding and implementation of the new core curriculum and standards.

Person Responsible	Stephanie Brannan (shepards@duvalschools.org)

The administration team will monitor the fidelity of the implementation of the curriculum through walkthroughs, observations and student work.

Person Responsible	Angela Doss (dossa@duvalschools.org)

#3. -- Select below -- specifically relating to
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

John Stockton engages the community in a variety of events such as our annual Thanksgiving luncheon, Fall Festival, Grinch Fun Run, STEM day, art day, talent shows, musical productions, book fairs, awards ceremonies, and school dances, just to name a few. We also engage the community via academic nights such as STEM night and literacy nights, where we provide strategies and support to parents so that they can help their children at home and become part of the learning process. We also encourage community participation through our annual beautification day as well as Career Fair/ Touch the Trucks Day.

As a school with a large military population, we participate in weekly flag raising ceremonies every Monday as well as Month of the Military Child in April. This builds support for our military children and brings families together.

In an effort to keep our community up to date on all events, we utilize various modes of communication i.e.

the school marque, the school website, a school newsletter, Class Dojo, School Messenger email and phone system, Facebook, and a bulletin board in the main office.

Identify the stakeholders and their role in promoting a positive school culture and environment.

We are very fortunate to have a variety of parent groups who work collaboratively with the school as well as each other.

Our Parent Teacher Association (PTA) works tirelessly to ensure our students and teachers have events that allow for parents to take part in their child's education through academic events such as STEM day and art day as well as social events such as school dances, Fall Festival and food trucks for musical performances.

Our Friends of Stockton (FOS) parent group is the driver of the heavy fundraising. With these funds raised they have assisted with a multitude of items such as Ipads for all classrooms, interactive monitors for half of our classrooms (district funded the other half), new AV sound equipment, PITSCO lab materials and supplies and currently in the works... a new playground addition.