

John Stockton Elementary School



2014-15 School Improvement Plan

John Stockton Elementary School

4827 CARLISLE RD, Jacksonville, FL 32210

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
30%

Alternative/ESE Center
No

Charter School
No

Minority
40%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
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 a connectedness between faculty and students. Teachers are provided with cumulative folders which provide a wealth of historical information regarding each student. For example, birth place, languages spoken in the home, previous schools and mobility factors. At the beginning of the year teachers review the cumulative folders, collect information and develop a foundational awareness of individuals. As students arrive, teachers conduct various interest surveys 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. Meet and Greet provides the school opportunities to meet families and connect. This is followed by Open House, 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.

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 (PBIS) that is consistent with the values our school uphold and the DCPS Code of Conduct. These systems are supported through positive reinforcement, as well as, interventions and clear, consistent consequences. Second Step is the core curriculum used by classroom teachers that emphasizes mutual respect, anti bullying, problem solving, character building, etc. 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. Each classroom celebrates students who exemplify respectful, positive behaviors with Citizen of the Week recognition. Furthermore, consistent school wide Emergency Management Plan and routines/ rituals are established and actively practiced and monitored for effectiveness and revision. Students

are recognized for making good choices before and after school as well as during school. Positive Referrals provide students with recognition for exemplifying core values. These systems create a common set of expectations for safety and a positive learning environment. A Foundations Team has also been created to oversee the development and revision of these systems based on school wide data as the year progresses: for example, GALLUP data, discipline data, Bullying Reports, etc. 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 part 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.

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

Each classroom and grade level implements a Positive Behavior System that is consistent with the values our school uphold and the Code of Conduct. These systems are supported through positive reinforcement, as well as, interventions and consequences as needed. Expectations for success is the primary focus. However, the Code of Conduct guides consistent consequences that are defined as violations by district terms. Students and teachers own their behaviors. Each year faculty members undergo training during preplanning and students engage in Code of Conduct assemblies with administration. Classroom/Grade Level PBIS plans and the Code of Conduct are communicated to parents and provided electronically. Paper copies are available for parents as needed. 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 of 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 part 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, 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

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 Counselor initiates an AIT meeting and corresponds with 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 incentives are provided for attendance in order to recognize those who attend school and create awareness.

Course Failure and/or FCAT Level 1: Students who do not meet one of the three pathways for promotion or who scored a Level 1 on the FCAT (grades 3rd, 4th and 5th) are identified and strategically monitored throughout the year. Individual Progress Monitoring Plans (PMP) 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. If the student does not respond accordingly, RtI/BRTI should be initiated. The PMP then works collaboratively with the RtI/BRTI team for strategic problem solving.

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	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	1	0	0	2	1	4
Course failure in ELA or Math	1	1	1	2	0	0	5
Level 1 on statewide assessment	0	0	0	3	1	5	9

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/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.

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 OnCourse 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. These community and Faith-Based Partnerships are a flourishing resource for school improvement. Most recently, GreenScape has landscaped the grounds for beautification. In addition, the Rotary Club of Jacksonville, (West Side and River Side Clubs) has 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. The Rotary Club of Jacksonville is 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. These partners are then recognized during the year through various appreciation efforts.

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

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

Name	Title
McEarl, Charlene	Principal
Johnston , Shelley	Assistant Principal
Durden, Donna	Instructional Coach
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 and joins faculty in common planning on Thursdays bimonthly. 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.

The Instructional Coach/Professional Development Coordinator collaborates with administration and provides support for MINT (new teachers), professional development in areas aligned to school improvement initiatives, teachers' CAST Assessments and Individualized Professional Development Plans. The Instructional Coach conducts Learning Cycles with grade levels or may provide professional support through collaborative planning, literacy data analysis, and providing resources. During weekly Leadership Team meetings, plans are arranged and progress monitored for next steps.

The Assistant Principal primarily oversees the efficiency of operational areas that impact student achievement such as new assessment systems, instructional materials (including web based), Foundations, data analysis of Math/Science and acts as a collaborative partner in professional development planning and developing the whole child.

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.

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. The principal collaborates with stakeholders and gains insight into priority areas. The district and 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.

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, 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 FCAT Level 1 & 2 outcomes. 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.

John Stockton does not receive additional supplemental funds, (i.e. Title I, Title III, etc.)

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Charlene McEarl	Principal
Chris Croft	Business/Community
Danielle Kessinger	Business/Community
Gayle Runion	Business/Community
Monett Brewer	Parent
Onie Lee	Parent
Alison Messick	Parent
Charles Mills	Business/Community
Kevin Posey	Parent
Marc Sellers	Parent
Yulonda Thompson	Parent
Stacey Russell	Parent
	Student
Gillis, Jeannie	Education Support Employee
Higbe, James	Parent
Slye, Melissa	Parent
Roman, Cheryle	Teacher
Slaughter, Terrie	Teacher
Smith-Miller, Georgia	Parent
	Student

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

SAC participated in a mid-year review of the school improvement plan during January and February. Dialogue was held regarding data outcomes and input was provided for improvement.

Development of this school improvement plan

During monthly meetings, SAC will review data aligned to the School Improvement Plan and participate throughout the problem solving process for continuous improvement. Each month, core areas of the plan and current data will be explored and progress monitored. Furthermore, members will have an opportunity to provide input into the development at the Midyear Review.

Preparation of the school's annual budget and plan

Multiple SAC and additional open stakeholder meetings are held during the budget process beginning with the opening of school on August 18th through September 15th. This process is used to identify areas of need, make recommendations regarding stakeholder priorities, alignment of resources and communication decisions and outcomes.

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

The use of school improvement funds 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.

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

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
McEarl, Charlene	Principal
Johnston , Shelley	Assistant Principal
Durden, Donna	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Stockton's LLT team will meet weekly on Thursdays @ 3:15. 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 schoolwide reading initiatives and professional development, such as Florida Standards Initiative, cross curriculum applications, family literacy nights, interactive reading journals, etc. Members will be responsible for communicating and facilitating the implementation of initiatives across grade levels during Early Release Day Trainings, Data Chats, Faculty Meetings and Thursday 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 addressing. 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. Common Planning with grade levels and the leadership is on Thursdays which provides time for small group needs to be addressed. Furthermore, Data Chats have begun the 1st nine week period and will continue with grade levels once each nine week period. 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. All of these 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. 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. All procedures have been listed and defined in the Faculty & Staff Handbook in order to ensure that all procedures and expectations are clear. 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 Teachers) 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 meets the curriculum requirements by the state of Florida. Leadership monitors to ensure that all content is provided the designated amount of time. The scope and sequence of Tier I Core Curriculum is developed using the DCPS Curriculum

Guides (CG) as a resource. These guides are developed from the Florida Standards and are vetted through the district for quality alignment. Teachers may teach the Florida Standards using aligned resources provided in CGs or supplement the curriculum with materials/resources aligned with the Florida Standards. However, if they vary from the CG, they are responsible for demonstrating alignment through curriculum mapping. Administration reviews lesson plans, observes lessons and confers with teachers as a means to ensure alignment and high quality instruction.

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

Each grade level implements beginning of the year baseline assessments that establish prior knowledge. District Curriculum Guide Baseline Assessments are administered in 3rd - 5th. Kg-2nd administer teacher-made assessments for baselines. In addition, i-Ready, an aligned district web based resource, is administered during the 1st quarter. 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. 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. An enrichment block provides students with opportunities to participate in differentiated centers which are also data driven. All students are progress monitored throughout the year with multiple data sources: CG quarterly assessments, i-Ready, common grade level assessments. Data is analyzed and rigorous differentiation planned for individuals and small groups. 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

Career Day provides our students with opportunities to engage in multiple Career Oriented activities that are coordinated by PTA and involve parent, business and community organizations. Furthermore, Guidance lessons provide college and career awareness for 5th graders. In addition, programs are facilitated every year by college and/or career oriented groups such as Edward Waters College.

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

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.** John Stockton Elementary will improve student writing skills by unpacking Florida Standards, Florida Assessment Specifications, and Webb's Depth of Knowledge, whereby all K-5 teachers will collaborate and establish writing expectations and Criteria for Success Rubrics for each grade level. The integration of writing across curricula will be one way to assess students' comprehension of Florida ELA Standards.

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. John Stockton Elementary will improve student writing skills by unpacking Florida Standards, Florida Assessment Specifications, and Webb's Depth of Knowledge, whereby all K-5 teachers will collaborate and establish writing expectations and Criteria for Success Rubrics for each grade level. The integration of writing across curricula will be one way to assess students' comprehension of Florida ELA Standards. 1a

Targets Supported 1b

G047305

Indicator	Annual Target
AMO Reading - All Students	90.0

Resources Available to Support the Goal 2

- CPalms.org Florida DOE Assessment Resources 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

- All stakeholders are building knowledge of the Florida Standards. Therefore, inconsistencies are present within the planning, delivery and assessing of the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Each quarter, 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

Donna Durden

Schedule

Quarterly, from 10/1/2014 to 5/30/2015

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. John Stockton Elementary will improve student writing skills by unpacking Florida Standards, Florida Assessment Specifications, and Webb's Depth of Knowledge, whereby all K-5 teachers will collaborate and establish writing expectations and Criteria for Success Rubrics for each grade level. The integration of writing across curricula will be one way to assess students' comprehension of Florida ELA Standards. **1**

🔑 G047305

G1.B1 All stakeholders are building knowledge of the Florida Standards. Therefore, inconsistencies are present within the planning, delivery and assessing of the Florida Standards. **2**

🔑 B119105

G1.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**

🔑 S130894

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 on Thursdays of each week. Bi-monthly Early Release Wednesdays, Monthly Faculty Meetings and Quarterly Data Chats will also be utilized for follow up activities and progress monitoring.

Person Responsible

Charlene McEarl

Schedule

Weekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Agendas and supporting documentation, common Criteria for Success Rubrics, Student work samples analyzed with standard protocols and CGA achievement data

Action Step 2 5

5th Grade ELA Lead Teacher and the Assistant Principal will participate in district led professional development to gain an understanding of how to effectively incorporate the Write to Learn program into their lessons. They will in turn provide professional development to remaining 5th Grade ELA teachers. Teachers will implement into the core curriculum.

Person Responsible

Shelley Johnston

Schedule

On 9/25/2014

Evidence of Completion

Walk Through Anecdotal Records, Lesson Plans and Analysis of Student Work Samples (3 per class)

Plan to Monitor Fidelity of Implementation of G1.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

Annually, from 9/10/2014 to 5/31/2015

Evidence of Completion

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

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

The Leadership Team will monitor Write to Learn reports for usage reports. Analysis of student work using standard protocols, Walk Through Anecdotal Records and Professional Development Agendas and Deliverables will be progress monitored.

Person Responsible

Shelley Johnston

Schedule

Annually, from 9/10/2014 to 5/31/2015

Evidence of Completion

Leadership Team Agendas, Minutes and Deliverables

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.B1.S1.A1	Leadership and Grade Levels will actively engage in collaborative planning on Thursdays of each week. Bi-monthly Early Release Wednesdays, Monthly Faculty Meetings and Quarterly Data Chats will also be utilized for follow up activities and progress monitoring.	McEarl, Charlene	9/18/2014	Agendas and supporting documentation, common Criteria for Success Rubrics, Student work samples analyzed with standard protocols and CGA achievement data	5/29/2015 weekly
G1.B1.S1.A2	5th Grade ELA Lead Teacher and the Assistant Principal will participate in district led professional development to gain an understanding of how to effectively incorporate the Write to Learn program into their lessons. They will in turn provide professional development to remaining 5th Grade ELA teachers. Teachers will implement into the core curriculum.	Johnston , Shelley	9/10/2014	Walk Through Anecdotal Records, Lesson Plans and Analysis of Student Work Samples (3 per class)	9/25/2014 one-time
G1.MA1	Each quarter, 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.	Durden, Donna	10/1/2014	Student Work Samples and Common Assessment Data, Rubrics, Sample Lessons will be used to demonstrate effectiveness.	5/30/2015 quarterly
G1.B1.S1.MA1	The Leadership Team will monitor Write to Learn reports for usage reports. Analysis of student work using standard protocols, Walk Through Anecdotal Records and Professional Development Agendas and Deliverables will be progress monitored.	Johnston , Shelley	9/10/2014	Leadership Team Agendas, Minutes and Deliverables	5/31/2015 annually
G1.B1.S1.MA1	Collaborative Planning Sessions will have established Deliverables and expectations for implementation. The Leadership Team will review the	McEarl, Charlene	9/10/2014	Agendas, Deliverables, Exit Tickets, Student Samples with Protocol Analysis, Student CGA Achievement Data	5/31/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	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.				

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. John Stockton Elementary will improve student writing skills by unpacking Florida Standards, Florida Assessment Specifications, and Webb's Depth of Knowledge, whereby all K-5 teachers will collaborate and establish writing expectations and Criteria for Success Rubrics for each grade level. The integration of writing across curricula will be one way to assess students' comprehension of Florida ELA Standards.

G1.B1 All stakeholders are building knowledge of the Florida Standards. Therefore, inconsistencies are present within the planning, delivery and assessing of the Florida Standards.

G1.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 on Thursdays of each week. Bi-monthly Early Release Wednesdays, Monthly Faculty Meetings and Quarterly Data Chats will also be utilized for follow up activities and progress monitoring.

Facilitator

Charlene McEarl, Principal Donna Durden-Walter, Literacy Coach

Participants

All K-5 Teachers

Schedule

Weekly, from 9/18/2014 to 5/29/2015

PD Opportunity 2

5th Grade ELA Lead Teacher and the Assistant Principal will participate in district led professional development to gain an understanding of how to effectively incorporate the Write to Learn program into their lessons. They will in turn provide professional development to remaining 5th Grade ELA teachers. Teachers will implement into the core curriculum.

Facilitator

District

Participants

5th Grade ELA Teachers and Assistant Principal

Schedule

On 9/25/2014