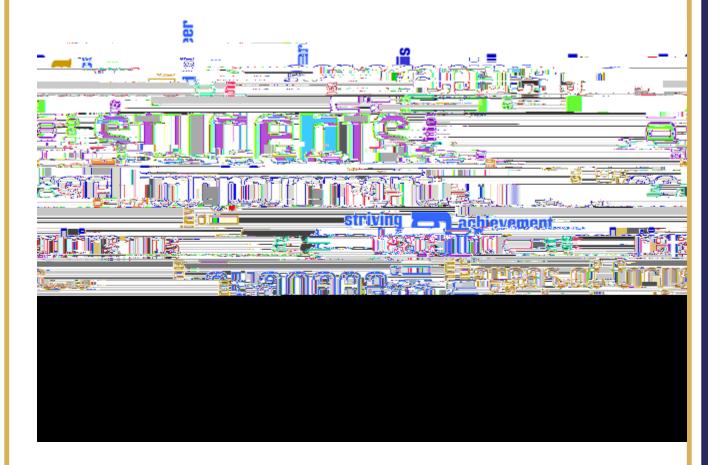# John Stockton Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

John Stockton Elementary School

4827 CARLISLE RD, Jacksonville, FL 32210

http://www.duvalschools.org/stockton

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

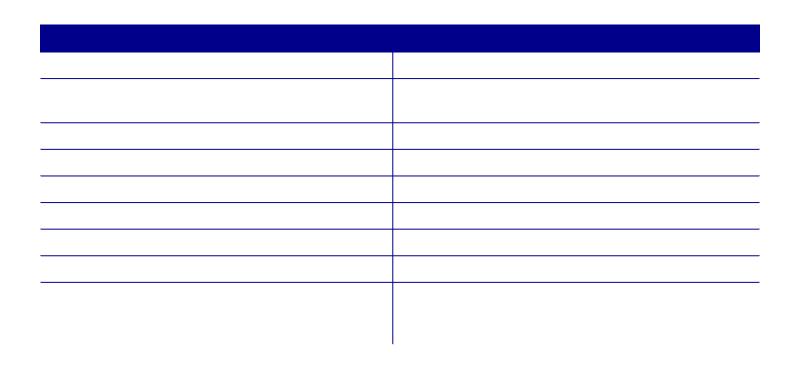| Targeted Support and Improvement (TSI) |
|---|
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

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 Department 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.

I. School Information

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Throughout the school year, we meet with all constituents/parent groups to determine strengths and areas of concern so that we can make adjustments the following year which in turn is used for the SIP. We also hold a special School Advisory Council meeting to share the plan once it is completed and allow time for questions and suggestions.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Administration will share the plan with other schools who have similar demographics to gather ideas for areas of improvement. Administration will do regular walk throughs to ensure the various components of the SIP are being implemented appropriately. In the event the components are not being implemented, professional development will be provided as needed.

	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	82	50	56	85	50	57
ELA Learning Gains	71	58	61	66	56	58
ELA Lowest 25th Percentile	53	51	52	64	50	53
Math Achievement*	94	59	60	92	62	63
Math Learning Gains	85	63	64	82	63	62
Math Lowest 25th Percentile	75	57	55	79	52	51
Science Achievement*	76	47	51	74	48	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	53			
ELL				
AMI				
ASN	90			
BLK	66			
HSP	88			
MUL	87			
PAC				
WHT	84			
FRL	73			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	82	71	53	94	85	75	76					

2021-22 ACCOUNTABILITY 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	ELP Progress
SWD	44	54	40	75	73	69	15					
ELL												
AMI												
ASN	80			100								
BLK	60	67	50	77	75	69						
HSP	75			100								
MUL	82			91								
PAC												
WHT	87	74	69	97	89	88	84					
FRL	67	63		83	83	79	60					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	83	51	42	87	71	45	80					
SWD	47	10		67	60							
ELL												
AMI												
ASN	90			100								
BLK	61	50		69	53		75					
HSP	94			94								
MUL	82			71								
PAC												
WHT	87	52	46	92	75		82					
FRL	64	50		64	64		71					

2018-19Td(84) TĘTBT67.6872 510.5685 Td(FRL) TĘTBT116.07ETBT459.1358 438.4BT233.7595.2964

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading proficiency was our lowest performance area dropping from 82% to 77% from the previous school year. Since the 2017-2018 school year we have seen a gradual decline in reading proficiency, (86%, 85%, 83%, 82%, 77%). We believe the new benchmarks, new state testing and the new curriculum all played a role in the decline this past year. However, we have noticed a slight decline in the number of teachers who are consistently and effectively doing guided reading, which we believe is a

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Reading proficiency was our lowest performance area dropping from 82% to 77% from the previous school year. Since the 2017-2018 school year we have seen a gradual decline in reading proficiency, (86%, 85%, 83%, 82%, 77%). Although Reading proficiency is our main area, we are cautiously monitoring LPQ for reading as well.

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

At least 82% of our students will be proficient on the 23-24 state assessment for reading, which is where we placed in 2021-2022 school year.

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

The leadership team will monitor classrooms to ensure teachers are consistently and effectively implementing small group instruction as well as utilizing the dedicated intervention time block for students in need.

Person responsible for monitoring outcome:

Stephanie Brannan (shepards@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All reading teachers will be expected to implement guided reading daily.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that students who participate in guided reading regularly improve in the areas of comprehension, fluency and vocabulary.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional development will be provided to teachers through PLCs as well as district led trainings.

Person Responsible: Stephanie Brannan (shepards@duvalschools.org)

By When: Ongoing

Although not directly related to the intervention of guided reading, we will be implementing vertical articulation sessions during our early dismissal days as that will overall improve reading proficiency.

Person Responsible: Stephanie Brannan (shepards@duvalschools.org)

By When: ongoing

During PLCs, teachers will be able to observe model classrooms to see guided reading/ reading instruction. We will also frequently assess informal and formal data and have data chats with teachers regarding their next steps.

Person Responsible: Stephanie Brannan (shepards@duvalschools.org)

By When: ongoing

During PLCs, teachers will be able to observe model classrooms to see small group math instruction. We will also frequently assess informal and formal data and have data chats with teachers regarding their next steps.

Person Responsible: Angela Doss (dossa@duvalschools.org)

By When: ongoing

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Over the past 4 years our office discipline referrals have steadily increased.

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

We will decrease discipline referrals by 15%.

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

PBIS Team will monitor referral data monthly using our student information system- Focus.

Person responsible for monitoring outcome:

Angela Doss (dossa@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Continue and modify our school-wide positive behavior interventions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows anytime you reinforce positive behavior, the negative behavior will decrease.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Quarterly schoolwide discipline assemblies

Person Responsible: Stephanie Brannan (shepards@duvalschools.org)

By When: ongoing

Implementation of positive referrals

Person Responsible: Angela Doss (dossa@duvalschools.org)

By When: ongoing

Continue effective positive reinforcements already in place (ie pizza with the principals, student of the month, awards, incentive charms, cafeteria incentives, etc...)

Person Responsible: Angela Doss (dossa@duvalschools.org)

By When: ongoing