



Kern County Innovative & Impactful Schools I²S is a county wide program implemented by Kern County Superintendent of Schools and the Kern Pledge partners to acknowledge schools who are high-performing and have shown student academic success, by continuing to maintain a three year pattern of top 10% proficiency in math and ELA.

Innovative and sustained collaboration to achieve significant and lasting change.

Stockdale Elementary

Designated 2019 ELA and Math

3 Year Avg. Math 5.5 Above Standard
ELA 30 Above Standard

Panama Buena Vista Union School District
Kern County

Principal: MT Merickel

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"To inspire hope while ensuring high levels of learning for ALL students."

School Profile

Stockdale Elementary School, one of 19 elementary schools in the Panama-Buena Vista Union School District, is located in a quiet residential community in southwest Bakersfield. It has earned many academic, curricular, and athletic awards – locally, statewide, and nationally. In addition to grade level teachers, Stockdale Elementary has support staff for students and staff: 2 interventionist, 2 SDC teachers, psychologist, and academic coach. The staff helps with a main goal of the site: sustainability on initiatives – we aren't moving away from this.

School Demographics

The student enrollment of 627 TK-6th grade students include three main ethnic groups: 43.9% Hispanic or Latino, 36.5% White, and 9.3% Asian. Within this population there are the following subgroups: 42% Socioeconomically Disadvantaged, 12% Students with Disabilities, 10 % English Learners, and 1% Homeless Youth.

Contributing / Replicable Factors

- Signature Practice: Data driven Instruction by teacher analysis of interims and IABs for exemplary first instruction, and analyze the student performance data for reteach opportunities.
- Backwards Mapping : What do we want the students to now and how are we going to get there? This is done by looking at three things:
 - Standards: What is the standard and are there any prerequisite skills ? What does mastery of the skills look like at its highest rigor?
 - Interims & IAB vs. Curriculum: Are there any questions on the interim that are framed differently than what students have seen?
 - Common Formative Assessments: Discussion with grade level team what the mastery of the standard looks like and create an assessment using illuminate and then calendar the data the team is going to assess.
- Professional Learning Community includes high use of digital library access for reteach strategies of each performance level, and deep data dives after giving interims and IABs.
 - Academic Coach goes over guiding questions and has a general session PLC when re-calibrating expectations. Meets with grade level leader to PLCs to teach expectations.
- Use of Defining Mastery:
 - First Teach includes Deconstruct the standard, identify misconceptions, create process steps, determine the gaps and how to fill them, create and teach the lesson, administer CFA and determine why students were not proficient.
 - Second Teach includes determining the students who were not proficient and analyze why, review the deconstructed standard, learning objective, and success criteria, determine reassessment, identify any additional misconception and review process steps, discuss successful strategies and create then teach the new lesson. Finally, administer the new CFA. Repeat until mastery is attained.
- Assessment Calendar includes STAR, Interims, IABs, and CFAs. A culture of necessity includes assessment is a time to look at data with guided questions. The assessments are set up to achieve short, intermediate, and long-term goals.
- Librarian meets with student once a week and reviews their data with them. They set a plan for future success.
- Kindergarten Readiness Begins in March. Assessment is given and principal meets with families while K teacher gives the readiness test – gives insight to give resources early.
- Intervention
 - ELA-during a 30 minute block schedule: target skills for topics to leverage results. Curriculum used but focus is on the standards. Intentional scaffold or carry over of major or minor learning objective.
 - Math- Flexible group of students – 3 classes per grade level – “Walk to Learn” to different grade level span class during math block. First Good Instruction is followed by reteach