



## KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS

Academics | Engagement | College & Career Readiness

Kern County Innovative & Impactful Schools (I<sup>2</sup>S) is a county wide program implemented by Kern County Superintendent of Schools to acknowledge schools who are high-performing and improving student outcomes based on these three pillars of success.

## Stockdale Elementary

**Award based on 2019 CAASPP ELA and Math**

**Based upon 3-year average**

**ELA: 30 points above Distance from Standard**

**Math: 5.5 points above Distance from Standard**

Panama-Buena Vista Union School District

Kern County

Principal: Matthew Merickel

7801 Kroll Way, Bakersfield, 93309

661.831.7835

Website: <https://www.pbvUSD.k12.ca.us/stockdale>

Date: March 6, 2020

Email: [mmerickel@pbvUSD.k12.ca.us](mailto:mmerickel@pbvUSD.k12.ca.us)



### 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. Stockdale Elementary serves 627 students in grades TK-6<sup>th</sup>. It has earned many academic, curricular, and athletic awards – locally, statewide, and nationally. In addition to grade level teachers, Stockdale Elementary has the following support staff: 2 interventionist, 2 special education teachers, a psychologist, and an academic coach. The staff helps with the main goal of the site: sustainability on initiatives. The staff understands once a change is implemented they aren't moving away from it.

### School Demographics

The ethnicity of the student population of Stockdale Elementary is as follows: 43.9% Hispanic or Latino, 36.5% White, and 9.3% Asian. The additional student groups from this population

include: 42% Socioeconomically Disadvantaged, 12% Students with Disabilities, 10 % English Learners, and 1% Homeless Youth.

### **Self-Identified Contributing Factors**

- Signature Practice:
  - Data driven instruction, initiated by teacher analysis of interim and Interim Assessment Blocks (IAB), leads to exemplary first instruction.
  - Teachers analyze the student performance data for reteach opportunities.
  
- Backwards mapping-*What* do we want the students to know and *how* are we going to get there? This is done by asking the following questions:
  - 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 which are framed differently than what students have seen?
  
- Common Formative Assessments (CFA):
  - Discussion with grade level teams around what the mastery of the standard looks like and then create an assessment.
  - Following the assessment, the team sets a date to review data analysis that was populated from the assessments in Illuminate.
  
- Professional Learning Community:
  - Planning includes high use of California’s Department of Education’s digital library for reteaching resources of each performance level.
  - Deep data dives are calendared after giving interim and IABs.
  - The academic coach goes over guiding questions and has a general session PLC when recalibrating expectations. The coach meets with grade level leaders at PLCs to teach expectations.
  
- Use of Defining Mastery:
  - “First Teach” includes: deconstructing the standard, identifying misconceptions, creating process steps, determining the gaps, and how to fill them through reteach, administering the CFA, then determining 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 the purpose of the assessment as a time to look at [data with guided questions](#).
  - The assessments are designed to achieve short, intermediate, and long-term goals.
  - [Interim analysis protocol](#) form is used to collect and study data.
- The Librarian meets with students once a week and reviews their data with them.
- Kindergarten readiness begins in March:
  - An assessment is given to the incoming student and the principal meets with families while the kindergarten teacher gives the readiness test.
  - The principal-to-parent interview gives insight into strengths and growth opportunities for each student and builds relationships.
  - The readiness test is reviewed with the parent(s) and resources are offered.
  - Supporting resources are offered early to help each student to be successful during their first year of school.
- Intervention:
  - ELA intervention occurs during a 30-minute block schedule where the teacher targets skills for lacking topics to leverage results.
  - Math intervention includes flexible grouping of students, three classes per grade level. A “Walk to Learn” to different grade levels occurs during math block. First Good Instruction (FGI) is followed by reteach.