2015-2016

Stocker Elementary Schoolwide Title I Plan

Principal: April Nelson

Stocker Elementary School

Stocker Elementary School is a home boundary school in Kenosha Unified School District. We have 470 students with varying abilities and needs. Stocker hosts one of five Intensive Behavior Support Units for KUSD. We also service students with visual impairments from throughout the district. All of our students have inclusion services to uphold high expectations and promote social/behavioral expectations. We work to meet the needs of all students within the regular education classroom. Stocker communicates with a variety of people that are involved in each child's education especially the family to personalize instruction and help each child to find success.   Stocker enjoys a very positive relationship with parents and community, such as Parents and Teachers for Kids at Stocker (PTKS), Parkside Manor, Foster Grandparent Program, and Kenosha Area Business Association (KABA) with mentoring. Together with parents and the community, Stocker staff members have high expectations for all, providing the highest quality of educational experiences for all students. This plan outlines some of those efforts.

A. School's Mission Statement
The mission of Stocker Elementary School, a diverse learning community which values students, families and staff, is to academically challenge all students to be creative, critical thinkers, who discover and develop their unique interests through innovative opportunities provided by the collaborative efforts of our community.

B. School Beliefs
Stocker Elementary has adopted Kenosha Unified School District's Strategic Planning Beliefs. They are:
- We believe that everyone can learn.

- We believe that all people have equal intrinsic worth and unique potential.
- We believe that high expectations yield higher levels of performance.
- We believe that success is the result of hard work, discipline, and perseverance.
- We believe that individuals are responsible for their attitudes and actions.
- We believe that family relationships are critical to the healthy development of a child.
- We believe that a safe, supportive environment is essential for learning.
- We believe that trust is built through honesty and ethical behavior.
- We believe that collaboration, cooperation and commitment are essential for organizational success.
- We believe that the quality of education directly affects the quality of a life in a community.
- We believe that excellence in education expands opportunities throughout life.
- We believe that educated and involved citizens are necessary to sustain a democracy.

C. Key Assumptions

Stocker Elementary will:

1. Enhance our positive nurturing environment fostering a sense of belonging among students, families, and staff.
2. Develop respectful, responsible, and productive citizens.
3. Use effective instructional strategies and data to improve proficiency levels on assessments.
4. Personalize learning for all children.

CURRENT DEMOGRAPHIC DATA:
Stocker's total enrollment at this time is 474 students K4-5th grade. Our gender split is 49% female and 51% male. Our economically disadvantaged population is 49%. Our race/ethnicity breakdown is white 51%, Hispanic 27%, African American 13%, Asian 2%, Pacific Islander 0%, American Indian 0% and two or more races 7%. 10% of our students are ELL. 12.8% of our students are serviced through special education.

NEEDS ASSESSMENT:
Academics:
Badger results for the 2014-15 school year are as follows, showing the % of students proficient or advanced.

	English Lang. Arts	Math
3rd	51.4%	41.9%
4th	47.6%	31.7%
5th	54.2%	33.3%
Overall	51.2%	35.9%

Our math performance is below the district average by approximately 2% overall. This is a concern that needs to be addressed.

Stocker's two biggest achievement gaps from the Badger assessment include students with disabilities (17.9%) as compared to their peers without disabilities (56.4%) in English Language Arts. The achievement gap is 38.5%. The gap with same groups of students is at 29.1% in math. Our second biggest gap in reading is with English Language Learners (28%) and English proficient students (54.3%). The achievement gap with ELL and non-ELL students is at 26.3%.

MAP results for the 2014-15 spring assessment are as follows, showing the % of students meeting or exceeding RIT norms based on the 2014-15 MAP national norm standards.

	Reading	Math
2nd	66.7%	82.1%
3rd	59.9%	46.1%
4th	52.3%	61.5%
5th	45.9%	45.9%
Overall	56%	59%

Ethnic breakdowns with 5 students or more in a given category include…

Grade	Ethnicity	Reading	Math
2nd	B	60%	90%
	H	42.3%	73.1%
	T	83.3%	83.3%
	W	84.8%	87.9%
3rd	B	30%	10%
	H	54.2%	50%
	W	71.4%	54.3%
4th	W	63.6%	69.6%
5th	H	25%	20%
	W	62.2%	64.9%

Grade	Disability	Reading	Math
2nd	SwD	100%	100%
	SwoD	64.9%	81.1%
3rd	SwD	58.7%	25%
	SwoD	57.8%	50%
4th	SwD	0%	14.3%
	SwoD	58.6%	67.2%
5th	SwD	10%	0%
	SwoD	51.6%	53.1%

Grade	Econ. Status	Reading	Math
2nd	EcDis	58.3%	72.9%
	Not EcDis	80%	96.7%
3rd	EcDis	48.9%	38.3%
	Not EcDis	72.4%	58.6%

Grade		Reading	Math
4th	EcD	37.1%	48.6%
	Not EcDis	70%	76.7%
5th	EcD	35%	35%
	Not EcDis	58.8%	58.8%

Grade	ELL Status	Reading	Math
2nd	ELL	22.2%	55.6%
	Not ELL	72.5%	85.5%
3rd	ELL	66.7%	77.8%
	Not ELL	56.7%	41.8%
4th	ELL	25%	25%
	Not ELL	56.1%	66.7%
5th	ELL	12.5%	0%
	Not ELL	50%	51.5%

Stocker's Title One team reviewed the above data and determined that the SPED and ELL populations would be the priority of the Title One program this year based upon the reading gaps in MAP proficiency levels. Parents and all member of the team reviewed the data, asked questions, offered insight and ultimately arrived at causes regarding Title One programming. The overall proficiency at Stocker coming in for fall MAP RIT norms for the 2015-16 school year is 43% in reading and 46% in math. Stocker is doing a great job of students meeting their RIT growth norms from fall to spring, 75% in reading overall and 80% in math overall which is the highest of all the elementary schools in Kenosha, however the amount of students meeting or exceeding the RIT norm for their grade level is a concern as well as the gaps that exist between SPED and ELL proficiencies.

Behavior:
Ever since Stocker started PBIS 5 years ago, the number of office referrals has decreased annually. Last school year they increased. From the 2013-14 school year to the 2014-15 school year, the office discipline referrals increased 24%. Recess and classroom incidents have increased, which are areas that we need to target.

Attendance:
Stocker's overall attendance rate for the last few years is as follows: 11-12 = 95.9%, 12-13 = 95.38%, 13-14 = 95.59%, 14-15 = 95.0%. Our chronically absent student totals as well as our number of habitually truant students has increased from the 13-14 school year to the 14-15 school year. Chronically absent totals went from 10 to 25 students and habitually truant went from 3 to 9 students.

The Stocker Title One Team reviewed the above data and determined that students with disabilities and English Language Learners will be the student populations that will be a priority of the Title One program this school year based up on Badger and MAP achievement data. We will also be focusing on ensuring our school is a safe place for all students and staff based upon our increase in office discipline referrals. Parents and all members of the team reviewed the data, asked questions, offered insight and ultimately arrived at our Title One plan and programming.

SPECIFIC AREA OF NEED:
1. Build the capacity of all staff members to meet the needs of our diverse student population, maximizing each child's individual growth and increase proficiency targeting students that are identified as SPED and ELL.
2. Ensuring we have a safe and orderly school.
3. Increasing student achievement by personalizing learning, and meeting students were they are at and moving them forward.

REFORM STRATEGIES:
1. Professional development for staff members to increase their capacity to meet the needs of all the students we serve, especially ELL and SPED.
   a. RtI training for 9 staff members to build up on the current system of interventions and coach all staff through a comprehensive universal system of support.
   b. CESA 1 – Personalized Learning Network sessions to bring the learner into their education through voice and choice, customizing their learning paths and ownership of their own learning.
   c. Google Summit, ISTE, WEMTA and SLATE trainings to continue to improve our technology integration and preparing students for their futures.
   d. WSRA is a reading conference that our literacy vertical team will be attending to ensure our universal literacy instruction is effective for all students.
   e. The reading team worked on curriculum this summer to concisely articulate our KUSD literacy practices and teach the staff the educational value of each practice.
   f. Math trainings for members of our math team to ensure our universal math instruction is effective for all students.
   g. Train a staff member on Orton-Gillingham so we can provide a multi-sensory way to teach literacy for students that are SPED and respond to learning through movement.
2. Staffing to prevent behavior incidents, support social/emotional development and intervene with students' academic needs.
   a. Part-time counselor to prevent behavior incidents and intervene with students that need more social/emotional support to increase their ability to self-regulate, including our SPED students with IEP minutes in social emotional areas.
   b. Educational Assistant to provide targeted interventions for students K-5th, including SPED and ELL students.
   c. Academic after school clubs such as study club for ELL students and math club to support students with their academic growth.
3. Personalizing learning through integrating technology and differentiating practice for all learning styles, including ELL and SPED students. All of these programs can be used at the student's developmentally appropriate level.
   a. IXL
   b. Raz Kids
   c. Moby Max
   d. Accelerated Reader
   e. Remote management system to ensure that technology is up and running
   f. Learning A-Z

g. Vocabulary City/Spelling City
h. National Giographic
i. Math manipulatives

Title I Schoolwide Team

Name	Title
April Nelson	Principal
Ruth Walls	Instructional Coach
Monica Sioco	5th grade teacher and parent
Marilyn Siedjak	4th grade teacher
Patricia Obrecht	Program Support Teacher
Sandra Washington	SPED Teacher for K/1st
Denise Nalker	Library Media
Michelle Pounders Chris Miller	Parent Parent
Brian Hogan Stephanie Aseltine	Technology Support ELL Teacher

Schoolwide Team Meetings 2015-2016

Date	Topic
6-1-15	Schoolwide Plan and tentative budget
Sept. 14, 2015	Review Plan and budget
Dec. 1, 2015	Review Budget and Implementation Update
May/June 2016	Review Plan and determine needs for 2016-17

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INSTRUCTION

Stocker El | Kenosha
School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating

67.4

Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	**65.1/100**		**66.8/100**	
Reading Achievement		28.5/50		28.8/50
Mathematics Achievement		36.7/50		38.1/50
Student Growth	**60.9/100**		**67.8/100**	
Reading Growth		32.5/50		34.2/50
Mathematics Growth		28.4/50		33.6/50
Closing Gaps	**56.3/100**		**66.9/100**	
Reading Achievement Gaps		31.4/50		34.0/50
Mathematics Achievement Gaps		24.9/50		32.9/50
Graduation Rate Gaps		NA/NA		NA/NA
On-Track and Postsecondary Readiness	**87.2/100**		**86.9/100**	
Graduation Rate (when available)		NA/NA		NA/NA
Attendance Rate (when graduation not available)		76.1/80		75.4/80
3rd Grade Reading Achievement		11.1/20		11.5/20
8th Grade Mathematics Achievement		NA/NA		NA/NA
ACT Participation and Performance		NA/NA		NA/NA

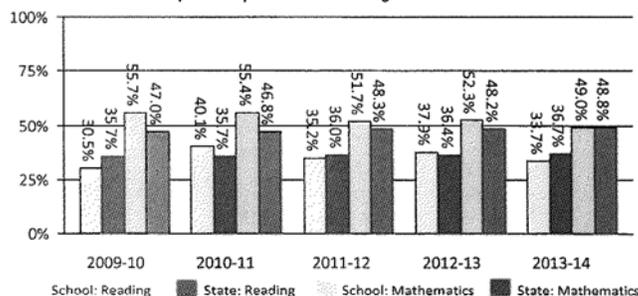| Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

School Information

Grades	K4-5
School Type	Elementary School
Enrollment	546

Race/Ethnicity	
American Indian or Alaska Native	0.4%
Asian or Pacific Islander	3.5%
Black not Hispanic	17.2%
Hispanic	26.4%
White not Hispanic	52.6%

Student Groups	
Students with Disabilities	13.2%
Economically Disadvantaged	51.8%
Limited English Proficient	9.9%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10

Bar chart legend: School: Reading, State: Reading, School: Mathematics, State: Mathematics

Years: 2009-10, 2010-11, 2011-12, 2012-13, 2013-14

2009-10: 30.5%, 35.7%, 55.7%, 47.0%
2010-11: 40.1%, 35.7%, 55.4%, 46.8%
2011-12: 35.2%, 36.0%, 51.7%, 48.3%
2012-13: 37.9%, 36.4%, 52.3%, 48.2%
2013-14: 33.7%, 36.7%, 49.0%, 48.8%

Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://reportcards.dpi.wi.gov/.

Wisconsin Department of Public Instruction | dpi.wi.gov
Report cards for different types of schools or districts should not be directly compared.

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Professional Learning

We have focused our professional development on Guided Reading, Reader's and Writer's Workshop, Differentiation, PBIS, behavior, using data to drive instruction and inclusion during the 2010-2011school year. We have grown a great deal, but we know we are not there yet. Stocker will continue to focus on the things listed above as we also learn about a few more topics to tie it all together.

We did a whole staff book study on Meeting Students Where They Live - Motivation In Urban Schools by Richard L. Curwin during the 2011-2012 school year. At least 12 Stocker staff members participated in Tech Inspire as well as iPad classes this summer. We had 2 book studies and 1 summer study group focusing on small group instruction and helping each child to find success.

We focused our 2012-13 professional development on fine tuning small group instruction through the use of data collection based on students strengths and areas of development, implementing the Common Core standards, using technology to enhance learning, integrating STEM activities into math and science, and setting goals for students to own their learning.

For the 2013-14 school year we continued to use data to drive instruction and implement personalized learning using some of the strategies listed above, including data walls in classrooms, Learner Profiles and student learning/data binders. We are collaborating with the Personalized Learning Network out of CESA 1 to continue our progress to implement personalized learning school wide. The teaching staff is doing a book study on "Better Teaching Through Structured Learning" to assist us to grow and develop our capacity.

During the 2014-15 school year Stocker will continue participating in professional development opportunities through CESA 1 and the Personalized Learning Network. We will be focusing on reading instruction, Educator Effectiveness, Smarter Balanced (Badger), formative assessment, questioning, integrating technology, inquiry and progress monitoring. We will have a reading team and a math team attend Universal Design Training provided by the Wisconsin RtI Center to fine tune our Tier I academic instruction.

Stocker will continue the work it started in 2014-15 during the 2015-16 school year. We will be focusing our professional development on ensuring our instructional program is consistent and effective throughout the building at the universal level. We will be using Readers' and Writers' Workshop as a model to teach literacy and focusing on math discourse to problem solve real-life mathematical situations. Stocker has created a RtI system to intervene with students that are struggling academically as well as the time to do so during scheduled interventions. The PBIS team is focusing on implementing a mentoring program to get additional support to students that are in need through preventive measures and monitoring behavior data.

Professional Learning 2015-2016

Topic	Date

Learner Profiles and Student Goal Setting	Throughout PLC conversations and sharing
Using student data to drive instruction	Throughout the school year via SLOs, PLCs and our RtI system of interventions.
Standards based grading	On-going through Infinite Campus implementation and the new district progress reports.
Common Core Standards and new district curriculum documents (Literacy and Numeracy)	At beginning of school year and support throughout the year (Number Talks, Fact Fluency, Readers'/Writers' Workshop, Focus Lessons)
Personalized Learning	Throughout school year to meet students' needs and integrate their voice and choice (interests).
PBIS	Throughout the school year to fine tune Tier I and Tier II as well as get our own mentoring program up and running.
Educator Effectiveness and Teachscape	At beginning of school year and support throughout the year
Formative Assessment/Questioning	Throughout the school year to increase inquiry based learning, especially with math discourse and science.
Technology integration (Google)	Multiple times throughout the year we will assist staff and students to use technology as a tool to share how they are meeting the standards, provide feedback and differentiate ways to share learning.

Strategies to Attract Highly Qualified Teachers

District:
Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a New Employee Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities.
Initial educators are assigned a mentor for the first year of employment. They participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management.

School:

Stocker takes the responsibility very seriously. We want all staff members to believe in all children and have the "Whatever It Takes" attitude to ensure all students learn at high levels. The principal starts with reviewing all applicants. Then, selected individuals participate in interviews. We always have an interview team participate and provide feedback from multiple perspectives. The interview team will consist of a cross section of staff and parents to make sure that we find a good fit for our vision, staff, students and families.

Highly Qualified Teachers

The Stocker Staff is comprised of gifted educators that strive to help each child find success. We have over 650 years of teaching experience as well as 38 master's degrees as a whole. Even with the amount of experience displayed in the fore mentioned statistics, the Stocker staff continues to learn and grow professionally. We always have book studies going on or staff members taking classes to fine tune teaching and learning. All of our staff members are certified in the areas that they are teaching and the educational assistants have obtained highly qualified status.

Staff Demographics *(results are duplicated)*	2015-2016
Administrators	1
Teachers	35
Male Teachers	3
Female Teachers	32
Emergency Certified Teachers	0
LAP Teachers	1
Bilingual Teachers	0
Special Education Teachers	8
Counselor/Social Worker/Psychologist	1/0/0.4
Instructional Coach	1
Library Media Specialist	1
Instructional Technology Teacher	0
Educational Assistants	8
Behavioral Interventionist	0

Intervention Specialist	1
Total Staff	50

Parent Involvement

School wide Planning
Parents are involved in school wide planning in a variety of ways. We strive to have personal conversations with our families to engage them in the learning process and share ideas with each other. This is done in the classroom, at our CSI meetings, during PTKS meetings, with committees and at the community meeting. We made personal phone calls to 20 families to ask them what they needed assistance with, when they could come to school so we could provide it and if they needed assistance with any community connections. This assisted us to create a "Family Resource and Annual Meeting" on Dec. 8th, 2015. At the meeting in Dec., parents will be asked to fill out a survey to see what other parent training sessions are needed. In 2012-13, we had parent representative on the District Transformational Design Team, which we encourage to extend our planning to the district level. The parents and families members provide a different perspective in our schoolwide planning. The PTKS has been part of our drive to obtain iPads in each of the classrooms as well as renovate our library to be a "Learning Commons". They liked the mobility of the devices, individual access and the comfort of the learning environment. Our families have provided feedback on our on-line programs such as MobyMax, Accelerated Reader, Raz Kids and IXL math and Language Arts which can be accessed at home and at school. We showed the families what the students are doing at each of our PTKS meetings during the 2012-13 school year to exemplify the variety of things the students can do and learn through the use of technology and hosted a "Chat-N-Chew" on our technology resources in Sept. 2014 to ensure our families and students know how to use all of our website resources effectively and are being the on-line resources back to the monthly PTKS meetings during the 2015-16 school year. We will continue to provide a card with all of our on-line resources and passwords to families annually as well as discuss them in person at conferences in October each year. Stocker has done a Reading Night each school year to encourage reading and share how to assist their children with reading at home. We are planning a Math Night for March, 2016 for families to obtain resources (dominoes, cards and dice) to engage in numeracy at house around the Everyday math games and other mathematical practices. Stocker provided a chat-n-chew for 4K and kindergarten families at the beginning of the 2015 school year to introduce families to the standards, resources and practices that occur in school as well as answer any questions the families had. In September of 2015, Stocker hosted an information session for our ELL families to engage them on how to help their children as well as increase home and school connections. In October of 2015, Stocker held a week-long parenting class. Parents are equal, voting members of the Title One Team. They bring ideas to the table and review data with the rest of the team. Stocker also works with Pat Demos' office to collaboratively plan to increase parent engagement.

Informing Parents
We hosted a Community Meetings on June 6th, 2011 and Feb. 13th, 2012 to share data and initiatives with the school community. Stocker engages parents on a monthly basis at our PTKS

meetings where we share updates and programs that are changing or impacts from a district and state level. We also provide Chat-n-Chew opportunities to share information and converse with families at least 4 times per school year. Stocker also uses a School Messenger (phone) system, monthly newsletters, an electronic sign out front, our website, nightly communication folders and a list serv via e-mail to include families in the educational process. During the 2015-16 school year we will be providing support to families as they continue to learn how to use our new district wide information system, Infinite Campus, to access information about their child. We also have at least one parent on our committees, interview teams and improvement teams when they occur. We will host an annual internet safety/cyberbullying chat-n-chew in spring of each year to assist families with the every changing world of technology. We will host a week long parenting class for families to learn how to assist their child educationally. We will work on a personalized support opportunity for families by calling families and asking them when would be the best time to attend a session and what they would like it on such as behavior, attendance supports, home structures, academics, etc.

Parental Involvement Opportunities 2015-2016

Activities	Dates
Open House	8/27/15
Monthly PTKS Meetings	2nd Monday of each Month
Fall Festival	October
Helping in classrooms and library	Daily
Movie Night	Spring
Reading Night	Nov. 19th
Family Dance	February
Chat-N-Chews (One will be on technology)	4 times per year
Carnival/Movie Night	January
Week long parenting class via Juan Torres	October
ESL parent session	September
Math Night	March
Resource Fair and Annual Meeting	December 8th

Transition

We have two Early Education classrooms at Stocker that services both special education and regular education 3-5 yr. old students in half-day sessions, four days per week. Most of the students that participate in the program will attend Stocker for kindergarten. The students become familiar with our building, rules, events and curriculum. Stocker also runs a "Getting Ready for Kindergarten" summer school class. It is four hours per day for 5 weeks. The students work on academic skills as well as learning the procedures that surround school.

Our 5th grade students as well as their families can attend a middle school Open House in the spring to obtain information and tour their upcoming middle school. We had staff members from both of the middle schools come to Stocker to talk with the students towards the end of their 5th grade year, so students could obtain more information and ask questions. All of the students can attend a "Gear Up" summer session to prepare them for a successful 6th grade school year. Our 5th grade students may attend summer school at their future middle school. It's a five week, four hour program that focuses on academic skills that will help prepare them for middle school.

Stocker created and maintains a "Family Resource Center" at the school. It provides resources and materials for families to connect and obtain information about the school as well as the community and the services available. Parent volunteers have increased its use and effectiveness of the last year or so.

Teacher Involvement in Use of Academic Assessments

The teachers are highly involved in using assessments to monitor student progress. The staff members meet weekly with their grade level teams to review data from common assessments, WKCE's/Smarter Balanced, STAR math and reading, Accelerated Reader, MAP, formative assessments, etc. Each grade level creates a goal based on their rate of success the previous year as well as incoming student data. Each teacher creates a data wall for math and reading to monitor each student within their classroom. They use the data walls as they prepare to meet students' needs throughout the school year.

The grade levels have data binders/Excel documents where they collect all of their data to review when they are in the learning center during their structured collaboration time. The collaboration time is 45 mins. each Tuesday, during the school day. Mrs. Nelson, the principal, also shares STAR data quarterly by teacher and MAP data based on proficiency and growth, so the staff members know where they are at in comparison to their peers as well as their rate of achievement towards the goal for the year. We then have conversations regarding support and professional development needed to continue our growth. During collaboration, staff members sift through current practices and research best practices to implement throughout the building.
Typically in early May, the entire staff holds a data retreat that involves Smarter Balanced, STAR, MAP and other data sources. We also share the information with our families during meetings. These comprehension data sources are also used by our Leadership Team and Title

One team to plan for next steps in educating children at Stocker. We have a PBIS team that is currently working on Tier Two of a four-Tier RtI system of behavior. We are collecting data based on student, grade level, race, gender, behavior, location, special education status and consequence to determine strengths and challenges overall and individually. Stocker is using a check in check out (CICO) system to help students that need more support beyond the Tier I system. Stocker has received two Merit Awards in 2012-13 and 2013-14. This past school year (2014-15) Stocker received "Distinguished" status for PBIS at the state level.

Timely and Effective Assistance

When teachers identify that a student is behind grade level expectations with regards to academics and/or behavior, they intervene immediately in the classroom. The classroom teacher can group the student according to their area of need throughout the school day. When teachers share the identification of students that are in need of extra support at their weekly collaboration meetings, the grade level can plan for interventions and accommodations based on the child's strengths and areas of development. The grade level teams use their data walls to show where students are at in reading and math throughout the grade level, not just in their classroom. Each grade level facilitates interventions throughout the school day and may share students within and amongst the grade levels. The staff members are beginning to learn how to monitor progress of these interventions, so they can better track growth and determine next steps in a more timely fashion.

The instructional coach and principal are a part of this process, so they can help the staff to meet the needs of all students and apply added resources and professional development when necessary. If a student continues to struggle after multiple interventions, then they are brought to CSI(Collaborative Student Intervention Team), which consists of the family involved, principal, psychologist, social worker, counselor, speech teacher, a special education teacher and a regular education teacher. This group meets to look at the data and determine next steps in the intervention process. We want to tap out all our options and strategies prior to an evaluation to determine a disability.

Students can participate in the following programs and/or opportunities to help them find success and obtain additional support. Students can participate in Study Club which occurs before and after school to help students with the skills they are deficient in. Certified staff members run the programs and help children develop reading, math and writing skills. We participate in a Black History Bee, spelling bee, and Battle of the Books. All students are welcome to attend summer school to continue their learning in reading, math and writing. We have a 5 week, 4 hour session, which focuses on small group instruction to meet the needs of each child. Some students are placed in Mindplay, which is an online program to assist students in reading. Four staff members were trained in Leveled Literacy Intervention (LLI) during the 2014-15 school year, which is an literacy intervention that uses small group targeted instruction to increase proficiency.

Coordination and Integration of Federal, State and Local Services and Programs

Since we lost P-5 and Title I Stimulus money after the 2010-11 school year, the Title I funding we are applied for last year and the district allocation were the only funds that we will be working with for the 2011-12 school year. For the 2012-13 school year we will be using Title I funds to maximize our resources in such programs as IXL math, STAR math and reading, technology, English as a Flash, STAR Early Literacy and Study Club. We are working with internal and district staff to build capacity with technology and facilitating small group instruction that monitors student progress. We are using Title I funds during the 2013-14 school year to get closer to one-to-one with regards to our laptops and iPads as well as purchase 6 seats for Mindplay to increase reading abilities with some students. For the 2014-15 school year, we will continue our web-based programs to assist us to differentiate instruction and guided practice, hire a student support specialist to ensure student learning on those programs, send staff members to professional development to build our capacity and support a one-to-one laptop initiative for 3rd graders. During the 2015-16 school year, Stocker will continue with their on-line resources to facilitate learning in and out of school, provide professional development opportunities, hire an Intervention Specialist to run a intervention group in the computer lab and hire a part-time social worker/counselor to ensure students are present at school physically and emotionally.

Annual Evaluation

Stocker will use student achievement data as provided by WKCE's/Smarter Balanced, STAR math and reading, district common assessments, Accelerated Reader, MAP, Raz Kids, Mindplay and running records to measure the effectiveness of integrating technology with small group instruction to meet the needs of all learners. During the 2010-2011 school year, we were using STAR math and reading data to obtain a year's growth in at least 70% of all 2nd-5th grade students. This has helped us to monitor on a quarterly basis through the use of data walls, collaboration and strategic interventions. At the end of the school year, we obtained a year's growth in reading with 86% of our 2nd-5th graders and 87% in math.

Stocker staff monitored STAR math and reading data monthly for the 2011-12 school year and will continue that this year. We will be using the reports to show students and their families each child's trend line to determine goals and incremental steps to get there. Kindergarten and first grade will use the common assessments on a quarterly basis to monitor student growth such as guided reading levels. We used MAP testing for 2-5 grade for the 2011-12 school year, but will be assessing K-5 students three times this year district wide. We will also be using IXL math, English in a Flash (ELL students) and STAR Early Literacy to assess students and monitor progress.

During the 2011-12 school year our building goals were 90% of all 2nd-5th grade students will make at least one year's growth based on the STAR reading and math assessment from Sept. 2011 to May 2012. Our results for reading were 90% of all 2nd-5th grade students made at least one year's growth and in math 89% of all 2nd-5th grade students made at least one year's growth.

For the 2012-13 school year Stocker set a goal of 92% of all 2nd-5th grade students will make at least one year's growth based on the STAR reading and math assessment from Sept. 2012 to May 2013. In reading 84% of the students made at least a year's growth and in math 89% of the students made at least a year's growth.

Our building SMART goals for the 2013-14 school year and the results are as follows...

LITERACY:

- 92% of all 2nd – 5th grade students will make at least one year's growth based on STAR reading. **Results: We had 88% of our 2nd-5th grade students make a year's growth this year, which is up 4% from last year.**

- 80% of the targeted ELL students will make at least one year's growth on STAR reading. **Results: We had 91% of our targeted ELL students make a year's growth.**

- 40% of SPED students K-5 will be proficient at their grade level guided reading level by June 2014. **Results: 33% of the SPED students were at their grade level guided reading level, which is up 4% from our baseline of 29% at the beginning of the school year.**

- 40% of SPED students in Accelerated Reader will have 85% or higher on their comprehension scores overall for the 2013-2014 school year. **Results: 90% of our SPED students had a comprehension score of 85% or higher on AR. Our baseline from last year was 18%.**

- 70% of all 2nd-5th grade students will make their MAP reading grade level proficiency by May 2014. **Results: 57% of 2nd-5th made their grade level MAP proficiencies. Stocker started the school year with 41% making their grade level MAP proficiencies, which is an increase of 16%. We started this school year lower than we ended the 2012-2013 school year.**

- 40% of the targeted ELL students 2nd-5th will meet MAP proficiencies by Spring of 2014. **Results: 36% of the targeted ELL students met their MAP proficiencies. We started out the school year with 0%, which is an increase of 36%.**

NUMERACY:

- 92% of all 2nd-5th grade students will make at least one year's growth based on the STAR math assessment from Sept. to May. **Results: 92% of all 2nd-5th graders made one year's growth on STAR.**

- 96% of 2nd-5th grade targeted ELL students will make at least one year's growth from Sept to May. **Results: 100% of the targeted ELL students made at least one year's growth on STAR.**

- 60% of 2nd-5th grade SPED students will make at least a year's growth on STAR math from Sept-May. **Results: 83% of SPED students made at least a year's growth on STAR. Our baseline was at 50%.**

- 40% of all SPED students K-5th grade will meet their grade level expectations for math facts by June 2014. **Results: 27% of SPED students met their grade level math fact expectation. We started the school year at 23%, which is an increase of 4%.**

- 70% of all 2nd-5th grade students will make their MAP math grade level proficiency by May 2014. **Results: 61% of the 2nd-5th grade students made their MAP proficiency. We started the school year with 43%, which is an increase of 18%.**

- 40% of the 2nd-5th grade targeted ELL students will meet MAP proficiencies by Spring 2014. **Results: 36% of the targeted ELL students met their MAP proficiencies. We started out the school year with 0%, with is an increase of 36%.**

ATTENDANCE:

- The attendance team will meet on a bi-weekly basis. **Results: The attendance team met every 2 weeks.**

- A data system will be created, monitored and updated at each meeting. **Results: We created a system to monitor data, which was looked at and fine-tuned at each meeting.**

- A data wall will be set up in the front foyer by Nov. 1st, 2013 to monitor classroom attendance. **Results: Attendance tracking occurred on the bulletin board outside the office from October on.**

- Decrease the number of habitual truants by 2 students. **Results: We decrease the number of habitual truants by 3 students.**

- Decrease the number of chronically absent students by 2 students. **Results: We decrease the number of chronically absent students by 11 students.**

We have two school wide conference opportunities to meet with families in person to report out on their growth. Stocker will share progress reports quarterly and mid-quarter progress reports quarterly to help families monitor where their child is at. Staff members will be in contact with each child's family on a quarterly basis. We are also setting monthly goals with students and

families to set learning targets for each child to work towards. Stocker invites all families to an Open House to share expectations for the upcoming school year and assist families to learn about the school. We are using Behavior Reflections Sheets and school wide behavior expectations through our PBIS initiative to enhance our communication regarding behavior and how we are re-teaching appropriate behaviors when students are demonstrating a need. The Behavior Reflection Sheets are shared with families to keep them informed of their child's progress.

We have created and monitored Learning Profiles for all students in relation to their academic data, interests and how they learn best to personalize learning and increase their success. We are teaching students to understand the Common Core Standards and what they need to work on. The staff is setting goals with each child to differentiate their instruction and targeted practice. Students are keeping track of their learning targets, goals and targeted practice in learning binders. Our focus is to help each child grow as much as possible and understand their own learning.

During the 2015-16, Stocker went down 2% in overall 2nd-5th grade reading MAP proficiency this school year as measured by spring MAP year to year (61% down to 59%) and down 3% (61% down to 58%). Teachers need time to work with students that are not proficient during structured interventions. We are working to get more classroom teachers trained in LLI so they can work on the targeted interventions while students are using our on-line programs (data is monitored by teachers) and practicing skill based proficiencies.

Stocker has a SPED population that is higher than the district average (including an EBD self-contained unit) and many of them have social work/counselor on their IEP. Our overall attendance is declining with more and more of our families needing support to get their children to school on time, which negatively impacts the time they are getting instruction in the classroom. The same students are low academically and/or coming to us over a year behind academically. We created at least 5 FBA/BIP shorts for general education students this school year that need more support with behavior/emotional stability beyond Tier II supports (CICO), which is led by the counselor. We need the students at school and emotionally/behaviorally ready to attend to instruction so we can increase our proficiency levels in reading and math.

Our school SMART goals for the 2014-15 school year are as follows with the results included.

LITERACY:

INDICATOR 1:	*Measure 1:*	*Targets:*
Vocabulary	STAR scores	92% of all 2nd-5th grade students will make at least one year's growth based on STAR reading from Sept. to May. (results = 85%)
Vocabulary	*Measure 2:* STAR scores for ELL students	*Targets:* 90% of the targeted ELL students will make at least one year's growth on STAR reading from Sept to May. (results = 76%)

INDICATOR 2:	Measure 1: Guided Reading Levels	Targets: 40% of SPED students K-5th will be proficient at their grade level in Guided Reading by June 2015. (results = 38%)
Comprehension	Measure 2: Accelerated Reader	Targets: 90% of SPED students in Accelerated Reader will have 85% or higher on their comprehension scores overall for the 2014-15 school year. (results = 90%)

INDICATOR 3: Close reading & applying reading strategies	Measure 1: MAP scores	Targets: 75% of all 2nd-5th grade students will meet or exceed their MAP reading growth projection from fall to spring. (results = 75%)
Close reading & applying reading strategies	Measure 2: MAP scores for ELL students	Targets: 85% of all targeted ELL students will meet or exceed their MAP reading growth projection from fall to spring. (results = 88%)

NUMERACY:

INDICATOR 1: Application of Numeracy	Measure 1: STAR scores	Targets: 93% of all 2nd-5th grade students will make at least one year's growth based on STAR math from Sept. to May (results = 88%)
Application of Numeracy	Measure 2: STAR scores for targeted ELL students	Targets: 50% of the targeted ELL students 2nd-5th will be at their proficiency level by June 2015. (results = 56%)

INDICATOR 2: Number sense and application	Measure 1: STAR scores	Targets: 85% of the SPED students will make at least a year's growth on ST = 81%)
Problem solving	Measure 2: MAP scores	Targets: 75% of the SPED students will meet or exceed their MAP math gr (results = 76%)

INDICATOR 3:	*Measure 1:*	*Targets:*
Problem solving	MAP scores	75% of all 2nd-5th grade students will meet or exceed their MAP math growth projection from fall to spring. (results = 80%)
Problem solving	*Measure 2:* MAP scores	*Targets:* 85% of all targeted ELL students will meet or exceed their MAP math growth projection from fall to spring. (results = 79%)

ATTENDANCE:

INDICATOR 1: Attendance Monitoring and individual student programs.	*Measure 1:* Infinite Campus	*Targets:* We will limit the number of habitual truants to 5 students or less during the 2014-15 school year. (results = 5)
Attendance Monitoring and individual student programs.	*Measure 2:* Infinite Campus	*Targets:* We will limit the number of chronically absent students to 10 or less during the 2014-15 school year. (results = 10)