

**2018-2019 SCHOOL YEAR**

**School Name: STOCKER ELEMENTARY SCHOOL**

## IDENTIFY SMART GOAL – LITERACY

| LITERACY   |                            |  |
|--|----------------------------|--|
| <p><i>Must include:</i></p> <ul style="list-style-type: none"> <li>• <i>Whole School Target</i></li> <li>• <i>Subgroup Target</i></li> </ul> |                            |  |
| INDICATOR  | MEASURE                    | TARGET   |
| Vocabulary   | MAP RIT Growth Projections | 65% 2nd-5th grade students will meet or exceed their Reading MAP RIT Growth Projection from Fall 2018 to Spring 2019.                                    |
| Phonics, Comprehension and Fluency   | GUIDED READING LEVELS      | 90% of all kindergarten and 1st grade students will meet or exceed one year's growth on Guided Reading leveling from fall 2018 to spring 2019.           |
| INDICATOR  | MEASURE                    | TARGET   |
| Vocabulary   | MAP RIT Growth Projections | 70% 2nd-5th grade ELL students will meet or exceed their Reading MAP RIT Growth Projection from Fall 2018 to Spring 2019.                                |
| Phonics, Comprehension and Fluency   | GUIDED READING LEVELS      | 95% of all Kindergarten and 1st grade ELL students will meet or exceed one year's growth based on Guided Reading leveling from fall 2018 to spring 2019. |
| Vocabulary   | MAP RIT Growth Projections | 70% 2nd-5th grade SPED students will meet or exceed their Reading MAP RIT Growth Projection from Fall 2018 to Spring 2019.                               |
| Phonics, Comprehension and Fluency   | GUIDED READING LEVELS      | 95% of all SPED students will meet or exceed one year's growth based on Guided Reading leveling from fall 2018 to spring 2019.                           |

[Support: SMART Goal Process Resources](#)

## SMART GOAL ACTION PLAN

**(INCLUDING PROFESSIONAL LEARNING)**

| <b>LITERACY TARGET (WHOLE SCHOOL)</b>   |                               |                                  |                                  |            |                           |  |
|---|-------------------------------|----------------------------------|----------------------------------|------------|---------------------------|--|
| <b>Strategy</b>   | <b>Timeline</b>               | <b>Materials<br/>Be specific</b> | <b>Professional<br/>Learning</b> | <b>FTE</b> | <b>Funding<br/>Source</b> | <b>Date<br/>completed</b>                |
| Reader's Workshop, Guided Reading and Running Record Analysis                             | Monthly at DIP with S. Mirsky | Guided Reading                   | DIP meetings                     | 0          | 0                         | Monthly throughout the 18-19 school year |
|   |                               |                                  |                                  |            |                           |  |
| <b>LITERACY TARGET (SUBGROUP)</b>   |                               |                                  |                                  |            |                           |  |
| <b>Strategy</b>   | <b>Timeline</b>               | <b>Materials<br/>Be specific</b> | <b>Professional<br/>Learning</b> | <b>FTE</b> | <b>Funding<br/>Source</b> | <b>Date<br/>completed</b>                |
| LLI for SPED and ELL  | 2018-19                       | We have LLI materials already    | CT and SPED meeting sharing      | 0          | NA                        | 2018-19 school year                      |
| Train more teachers to assist with LLI/Guided Reading during class time and interventions | 2018-19                       | We have LLI materials already    | KUSD LLI fall class              | 0          | District classes          | 2018-19 school year                      |
|   |                               |                                  |                                  |            |                           |  |
| <b>LITERACY TARGET (SUBGROUP)</b>   |                               |                                  |                                  |            |                           |  |
| <b>Strategy</b>   | <b>Timeline</b>               | <b>Materials<br/>Be specific</b> | <b>Professional<br/>Learning</b> | <b>FTE</b> | <b>Funding<br/>Source</b> | <b>Date<br/>completed</b>                |
|   |                               |                                  |                                  |            |                           |  |
|   |                               |                                  |                                  |            |                           |  |

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## IDENTIFY SMART GOAL - NUMERACY

NUMERACY

*Must include:*

- *Whole School Target*
- *Subgroup Target*

| INDICATOR                                       | MEASURE                    | TARGET  |
|---|----------------------------|---|
| Operations and Algebraic Thinking and Fractions | MAP RIT Growth Projections | 60% 2nd-5th grade students will meet or exceed their Math MAP RIT Growth Projection from Fall 2018 to Spring 2019.            |
| Operations and Algebraic Thinking and Fractions | STAR MATH                  | 80% of all 1st-5th graders will make at least one year's growth based on STAR math from fall 2018 to spring 2019.             |
| INDICATOR                                       | MEASURE                    | TARGET  |
| Operations and Algebraic Thinking and Fractions | MAP RIT Growth Projections | 65% 2nd-5th grade ELL students will meet or exceed their Math MAP RIT Growth Projection from Fall 2018 to Spring 2019.        |
| Operations and Algebraic Thinking and Fractions | STAR MATH                  | 85% of all 1st-5th grader ELL students will make at least one year's growth based on STAR math from fall 2018 to spring 2019. |
| Operations and Algebraic Thinking and Fractions | MAP RIT Growth Projections | 65% 2nd-5th grade SPED students will meet or exceed their Math MAP RIT Growth Projection from Fall 2018 to Spring 2019.       |
| Operations and Algebraic Thinking and Fractions | STAR MATH                  | 85% of all 1st-5th grade SPED students will make at least one year's growth based on STAR math from fall 2018 to spring 2019. |

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## SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

| NUMERACY TARGET (WHOLE SCHOOL)  |          |   |                                  |     |                   |                     |
|---|----------|---|----------------------------------|-----|-------------------|---------------------|
| Strategy  | Timeline | Materials<br>Be specific  | Professional<br>Learning         | FTE | Funding<br>Source | Date<br>completed   |
| Operations and Algebraic Thinking through multi-step word problems of various types   | 2018-19  | University of Pittsburgh - Institute for Learning Lesson Guides                       | Half-day PD sessions, DIP and CT | 0   | Building funds    | 2018-19 school year |
| Numbers and Operations - Fractions  | 2018-19  | University of Pittsburgh - Institute for Learning Lesson Guides                       | Half-day PD sessions, DIP and CT | 0   | Building Funds    | 2018-19 school year |
| NUMERACY TARGET (SUBGROUP)  |          |   |                                  |     |                   |                     |
| Strategy  | Timeline | Materials<br>Be specific  | Professional<br>Learning         | FTE | Funding<br>Source | Date<br>completed   |
| Coaching Cycle around Operations and Algebraic thinking skills and student engagement | 2018-19  | University of Pittsburgh - Institute for Learning Lesson Guides and Number Talk books | Coaching cycle                   | 0   | NA                | 2018-19 school year |
| Literacy knowledge around Operations and Algebraic thinking in word problems          | 2018-19  | University of Pittsburgh - Institute for Learning Lesson Guides                       | Coaching cycle                   | 0   | NA                | 2018-19 school year |
| NUMERACY TARGET (SUBGROUP)  |          |   |                                  |     |                   |                     |
| Strategy  | Timeline | Materials<br>Be specific  | Professional<br>Learning         | FTE | Funding<br>Source | Date<br>completed   |
|   |          |   |                                  |     |                   |                     |

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IDENTIFY SMART GOAL - CULTURE

| CULTURE  |         |   |
|--|---------|---|
| <p><i>Must include:</i></p> <ul style="list-style-type: none"> <li>• <i>Whole School Target</i></li> <li>• <i>Subgroup Target</i></li> </ul> |         |   |
| INDICATOR  | MEASURE | TARGET  |
| Students will learn how to cope and self-regulate.   | ODR's   | Stocker will have no more than 100 ODR's for the 2018-19 school year.   |
|  |         |   |
| INDICATOR  | MEASURE | TARGET  |
| Students will learn how to cope and self-regulate.   | ODRs    | Stocker's African American students will decrease the percentage of ODR's for the 2018-19 school year as compared to the 2017-18 school year by 5%. |
|  |         |   |

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## SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

| CULTURAL TARGET (WHOLE SCHOOL) |          |                          |                          |     |                   |                   |
|--------------------------------|----------|--------------------------|--------------------------|-----|-------------------|-------------------|
| Strategy                       | Timeline | Materials<br>Be specific | Professional<br>Learning | FTE | Funding<br>Source | Date<br>completed |

|   |                     |   |   |     |  |                                    |
|---|---------------------|---|---|-----|--|------------------------------------|
| Teach SEL and use the DPI SEL Continuum with all students monthly | 2018-19 school year | <u>The Growth Mindset Coach</u> , DPI SEL continuum and DOJO videos | Part-time counselor to lead monthly PD and implementation                       | .49 | Title                                  | during the 2018-19 school year     |
| Calming boxes and “Safe Spots” in all classrooms                  | 2018-19 school year | Plastic bins with calming items in them                             | Staff PD at beginning of 2018-19 school year and support of counselors in Sept. | NA  | Building Funds for the boxes and items | Throughout the 2018-19 school year |
|   |                     |   |   |     |  |                                    |

## CULTURAL TARGET (SUBGROUP)

| Strategy  | Timeline            | Materials<br>Be specific                                | Professional Learning  | FTE | Funding Source | Date completed                 |
|---|---------------------|---|--|-----|----------------|--------------------------------|
| Proactively addressing attendance for African American students                 | 2018-19 school year | Attendance procedures                                   | Using KUSD attendance procedures and incentives                    | NA  | NA             | During 2018-19 school year     |
| Bi-weekly monitoring of ODRs for American American students with the counselors | 2018-19 school year | Bi-weekly meetings and data tracking with interventions | Research culturally responsive practices and relationship building | NA  | NA             | During the 2018-19 school year |

## CULTURAL TARGET (SUBGROUP)

| Strategy | Timeline | Materials<br>Be specific | Professional Learning | FTE | Funding Source | Date completed |
|----------|----------|--------------------------|-----------------------|-----|----------------|----------------|
|          |          |                          |                       |     |                |                |

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**ANALYZE AND REFOCUS (Due January / June)**



# PATHWAY TO SUCCESS SCHOOL ACHIEVEMENT PLAN

| LITERACY TARGETS | ACTUAL RESULTS | REFLECTION |
|------------------|----------------|------------|
|                  |                |            |
|                  |                |            |
|                  |                |            |
| NUMERACY TARGETS | ACTUAL RESULTS | REFLECTION |
|                  |                |            |
|                  |                |            |
|                  |                |            |
| CULTURE TARGETS  | ACTUAL RESULTS | REFLECTION |
|                  |                |            |
|                  |                |            |
|                  |                |            |

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## Part A - School-wide Team and Meetings – (Title One)

2018-2019 SCHOOL YEAR

School Name: Stocker Elementary

## Title I School-wide Team

| NAME              | TITLE                        |
|-------------------|------------------------------|
| Monica Sioco      | 5th Grade Teacher and parent |
| Brian Hogan       | Tech Support                 |
| Denise Nalker     | Library Media Specialist     |
| Marilyn Siedjak   | 4th Grade Teacher            |
| Angela Haut       | ESL Teacher and parent       |
| Patty Obrecht     | PST                          |
| Michelle Pounders | Parent                       |
| Chris Miller      | Parent                       |
| Ruth Walls        | Instructional Coach          |
| April Nelson      | Principal                    |

## School-wide Team Meetings 2018-2019

| DATE                | TOPIC                                    |
|---------------------|--|
| June 1 2018         | Needs assessment and tentative budget    |
| Sept., 2018         | Review needs assessment and budget       |
| Dec./Jan. 2018/2019 | Current status and any remaining funding |
| May/June 2019       | Results/needs assessment and budget      |

## Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR



**School Name:**

In the 2018-2019 school year, (School Name) staff had (#) teachers. Of these, (#) needed emergency licensing:

- *For each emergency licensed teacher, include a bullet with rationale (from emergency license application) and current status for each emergency licensed staff.*

The table below provides a comprehensive picture of staff demographics. Staff demographics are not updated for the 2018-19 year, as hiring is not completed at the time of this writing. Kenosha Unified works hard to attract and retain highly qualified teachers. The district has partnerships with two local higher education institutions with teacher preparation programs: Carthage College and University of Wisconsin-Parkside. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. The orientation sets the tone for district expectations regarding curriculum, student effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. Mentors and initial educators use a district guidebook to discuss a variety of topics including: instruction and classroom management. KUSD also offers support for initial educators by providing ongoing support seminars including sessions on completing the Professional Development Plan (PDP) process.

| Equity Indicators- Staff Demographics | 2018-2019 |
|---------------------------------------|-----------|
| Total teaching staff                  |           |
| Emergency licensed teachers           | 0         |
| Less than 3 year experienced teachers | 3         |

**Strategies for Hiring and Retaining Appropriately Licensed Staff**

**District:**

Kenosha Unified School District actively seeks and recruits appropriately licensed 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 of appropriately licensed teachers and staff very seriously. We want all staff members to believe all children can learn and the question is “how we can impact it” rather than “if we can impact it”. Our hiring process includes:

- Reviewing all licensed applicants
- Selecting applicants to participate in interviews
- identifying a diverse interview team to provide feedback from multiple perspectives
- Conducting interviews using interview questions that address a variety of the teachers’ instructional practice including: culturally relevant practices, differentiation, and collaboration
- Contact applicant references
- Extend offer to the most qualified candidate pending school board approval
- Collaborate with Human Resources and District level administrators in hard to fill areas; such as, ELL, Bilingual and Special Education to identify quality qualified candidates.

**\*\* Add any additional practices or procedures that are used by your school to ensure that highly qualified teachers are hired.**

## **Part C - Academic Assessment Usage – (Title One Schools)**

**2018-2019 SCHOOL YEAR**

**School Name: Stocker Elementary**

Create a description on how teachers are involved in the decision making process at the school. Federal guidelines require that teachers must be involved. Use the following questions to guide your description.

- **How were teachers involved in strategic planning and/or SMART Goal process?**
  - **Leadership team**
  - **Grade level teams**

- **Content area teams**

- **What is the connection between assessment data and school/Title One goals?**
- **What assessments are used to inform teachers about student progress?**
- **How is this information used to meet student needs?**
- **How is the data used in the teacher evaluation system?**
- **How is the data used to develop formative assessments?**
- **How do teachers collaborate around the student data? What systems are in place for teachers to collaborate such as Friday early release times?**

On January 15th, 2016 the entire staff went through the affinity process. On January 21st the SMART goal team met to debrief on the affinity process as well as start to look at data from multiple assessments. The SMART goal team met again on February 25th to review data and draft SMART goals for the whole school as well as targeted areas. On March 4th, the SMART goal draft was presented to the entire staff. The staff was told to share best practices as well as suggestions to move forward with professional development/resources to address our SMART goal targets. On May 6th and 13th, the staff collaborated around compiling, prioritizing and recommending what Stocker would use and focus on to directly impact our SMART goals. The Title One Team met on June 1st to follow up on goals, needs and aligning funds to support them. The SMART goal team members met on June 9<sup>th</sup> to ensure that our final goals, resources and plans are aligned to our current results from spring assessments.

Stocker staff members will be using a variety of assessments to monitor student achievement and yearly growth (MAP, STAR, AR, Guided Reading). Staff will be using one of the SMART goals as their SLO for Educator Effectiveness to ensure that we are all working towards the same goals. The SLO is scored annually on process as well as achievement either by the teacher (supporting year) or by the administrator (summary year). Teachers will collaborate around this data as well as formative assessments during their weekly grade level PLC meetings. Each grade level also has a 50 minute intervention time Monday through Thursday to flexibly group students to meet their individual needs. During our Friday early release, staff members participate in professional development sessions and/or work with their grade level teams to look at data, plan instruction and work collaboratively to meet the needs of students. As a staff we will be learning more about Words Their Way, The Comprehension Toolkit by Harvey and Goudvis, and Number Talks to help students think deeply about literacy and numeracy.

During the 2016-17 school year the staff worked through data during PLC meetings and used a Google Doc to monitor data throughout the school year. We continued to work through areas of concern that were identified in the affinity process that occurred in the 2015-16 school year such as Words Their Way and universal math instruction (creation of “Learning Paths”). The district expectations include Writers’ Workshop and inquiry based learning through the new Amplify curriculum. The PBIS teams want to move forward with trauma-informed care, so we applied to be in a state cohort to learn more about it. We were accepted into the cohort for the 2017-18 school year.

Stocker annually participates in the affinity process during the spring semester to narrow down our areas of need. We then look at what best practices and resources will help us to move forward in that particular area. Our committees then take a closer look at the

area of need and dig deeper into the specifics and how we are going to move forward. Grade specific teams meet weekly to review data, set up interventions and plan learning around the students that they serve. They do this by looking at formative assessment data in various subjects to monitor where each child is at and what we can do to assist them to make progress. The four half-day sessions will focus on the school goals, providing professional development to build the capacity of staff to address our greatest area of need.

## Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

**School Name: Stocker Elementary**

**Describe the system your school uses to support students in their transition into and out of your school.**

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 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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. Early education families use this room when they are waiting to drop off and pick up their children from class as it is right across the hallway.

## Part E - Coordination of Funds – (Title One Schools)

2018-2019 SCHOOL YEAR

**School Name: Stocker Elementary**

At this time **Stocker**, has Title I funds and the discretionary budget from the Kenosha Unified School District. These funds will be combined to help implement our goals and initiatives.

**\*\* Provide additional information about use of other funding sources. (Such as CEP and or Soaring Grant.)**

## Part F - Parent Engagement – (Title One Schools) 2018-2019 SCHOOL YEAR

**School Name: Stocker Elementary**

School-wide Planning

**Place an X in the box of the focus areas for this school year.**

|   |               |   |                              |
|---|---------------|---|------------------------------|
| x | Parenting     | x | Learning at Home             |
|   | Communicating |   | Decision Making              |
|   | Volunteering  |   | Collaborating with Community |

**Write a description about how the school will address their focus areas during the school year and how parents are involved in the needs assessment process and implementation of parent education opportunities.**

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. 8<sup>th</sup>, 2015. At the meeting in Dec., parents were asked to fill out a survey to see what other parent training sessions are needed. During the 2016-17 school year, Stocker hosted a “Resource Fair” for families at a local restaurant, “Ruffalo’s”. At the “Resource Fair” families obtained supplies for reading, organization, art, behavior management, managing schedules, etc. in the home as well as community providers were on-site to assist with information for families to help beyond education and school related items. Stocker hosted a “Preparing for Middle School” night in conjunction with Donna Rhodes with the Gang Prevention Unit in Kenosha for students and families.

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. During the 2015-16 school year, the Stocker staff presented and discussed topics that were selected by PTKS members regarding things that they wanted to know more about such as reading, math, counselor responsibilities, AR/Battle of the Books, PBIS, web-based programs, and Infinite Campus. For the last few years, parents have to requested topics of interest to be presented such as ALiCE training, on-line programs to support at home, reading and math resources, getting to know new staff members, PBIS, etc.

Stocker has done a Reading Night each school year to encourage reading and share how to assist their children with reading at home. Stocker has run a “Reading It Forward” summer reading program since 2014 where we collect donated books and distribute them to student at the end of each school year. The students return the books throughout the school year as well as donate other books they don’t need anymore, so we can redistribute them at the end of each school year. We had a “Pi Night” for math in March, 2016 for families to obtain resources (dominoes, cards and dice) to engage in numeracy at home 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 2015-16 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. We host both of these welcome back informational sessions on an annual basis. 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. Stocker’s Family Engagement team will be planning a quarterly family engagement event around school related topics that involve both students and parents. The topics will include attendance/routines/behavior, reading/writing, math and inquiry/STEM activities.

## Parent Communication System

**Write a description describing how the school informs parents about student performance and parent involvement opportunities**

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 listserv via e-mail to include families in the educational process. During the 2016-17 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. We have quarterly family engagement nights around attendance/routines/behavior, reading/writing, math and inquiry and STEM activities. We will have Facebook posts weekly to showcase student learning and events that are occurring throughout the building. We are also using a REMIND APP to communicate with families as a whole as well as individually to keep families up-to-date as often as possible. REMIND is also a way for families to quickly get a message to staff members throughout the school day.

## 2018-2019 Parent Involvement Opportunities

| Activities                                 | Dates                 |
|--|-----------------------|
| Reading Night                              | Fall                  |
| Open House                                 | Aug. 30, 2018         |
| PTKS meetings                              | Once a month          |
| Fall Festival                              | Oct.                  |
| Movie Night                                | Winter                |
| Chat-n-chews for family engagement         | 4 times per school yr |
| Family Dance                               | Feb. 2019             |
| Parent Teacher Conferences and Book Fair   | Oct and Feb           |
| ESL Parent Session                         | Sept                  |
| Volunteering in classrooms and the library | Daily                 |



|                                  |      |
|----------------------------------|------|
| Sports Day                       | June |
| Resource Fair and Annual meeting | Fall |

## Part G - Timely and Effective Assistance – (All Schools)

### 2018-2019 SCHOOL YEAR

**School Name: Stocker Elementary**

**Write a description about how the school provides timely and effective assistance for struggling students.**

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 students 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. Each grade level has a 50 mins. of intervention time scheduled into their day Monday through Thursday. 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, inquiry 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 and two more were trained during the 2015-16. Stocker is continuing to share the results of their LLI training and encourage other staff members to participate

in the district sponsored training. Four staff members will be trained during this school year. We are learning more about AIMS weekly progress monitoring for students that need to increase their skills. Our RtI team attended 6 coaching sessions during the 2015-16 school year through the Wisconsin RtI Center to increase their capacity to support colleagues as they change their mindset and respond to student needs. The RtI team attended a two-day training in 2016-17 to fine tune our Response to Intervention System as well as collaborate with other schools and districts. We monitor our Tier II reading interventions and have data rules that we use to determine interventions for students. Stocker will be using EduClimber to review data and make timely decisions to assist students as well. Stocker staff members will be working with the district's ELA Coordinator on small group reading instruction monthly throughout the school year so we are meeting students needs and targeting instruction during guided reading in the classroom. We are continuing to work on Tier I math curriculum and instruction via Number Talks and "Learning Paths". We are focusing on operations and algebraic thinking around real life word problems using materials for the University of Pittsburgh as well as fractions.