

## SMART Goal Planning and Reporting Document

<b>School Name:</b>	Stocker Elementary School
<b>School Year:</b>	2014-2015

### Identification of Needs

**Strengths and greatest areas of need to be addressed by this plan (provide evidential data and rationale):**

#### ***1. Student Achievement:***

Our student achievement score in reading went from 29.4 in 11-12 to 29.8 in 12-13 to 28.5 in 13-14. The state was at 28.8 in 13-14. Our student achievement score in math went from 38.8 in 11-12 to 38.1 in 12-13 to 36.7 in 13-14. The state was at 38.1 in 13-14. We will be implementing a math workshop model in all of our classrooms to increase personalized learning in math. The staff will teach the students to explain their thinking along with providing the answer so as to connect math to real life situations to increase numeracy overall. Students will be taught the 8 Standards for Mathematical Practice in order to increase their perseverance and precision in solving problems. We will be teaching math vocabulary that is included in the Common Core Standards.

Stocker is targeting our ELL and SPED populations by monitoring progress with internal assessments. You will see the targets we set for the internal assessments we are monitoring to impact our AMO.

For the 11-12 School Report Card, we scored 0% SPED students proficient in reading and 16% SPED students proficient in math. For the 12-13 School Report Card, we scored 11.5% SPED students proficient in reading and 26.9% SPED students proficient in math. In 13-14 school year 13.6% of the students with special needs (SPED) were proficient in reading while 27.3% were proficient in math. We started the school year with 29% of our SPED students being proficient at their expected Guided Reading Level and only 18% making 85% or higher on Accelerated Reader overall comprehension scores from last school year. By the end of the 2013-2014 school year, 33% of the SPED students were at their expected Guided Reading Level and 90% of the SPED students were making 85% or higher on Accelerated Reader overall comprehension scores. 50% of our SPED students last year made at least one year's growth on the STAR math assessment and only 23% of the SPED students started the school year at or above their expected level of math facts. We ended the 2013-2014 school year with 83% of our SPED students 1st-5th making at least a year's growth on the STAR math assessment and 27% of the SPED students meeting their math fact expectations. We will be changing our math fact goal to meeting or exceeding MAP RIT growth projections for our SPED students. Our current baseline is 74%. The overall district average for meeting MAP RIT growth projections is 46.8%.

Stocker didn't have enough ELL students in 11-12, but scored 12% ELL students proficient in reading and 36% ELL students proficient in math on the 12-13 School Report Card. In the 13-14 school year 16% of the ELL students were proficient in reading and 20% of the ELL students were proficient in math. During 2012-13 we had 72% of our targeted ELL students make a year's growth in reading as assessed by STAR Sept. – May and 89% make at least a year's growth in math. For the 2013-14 school year, 100% of the targeted ELL students made at least a year's growth on STAR math and 91% a year's growth on STAR reading. Since we were at 100% of our targeted ELL students at a year's growth or more in STAR math, we are changing the goal to STAR proficiency. Our current baseline is 41%. In 2013-14 we started out the school year with 0% of our targeted ELL students proficient at their grade level in MAP reading or math. We are striving to have 40% of the targeted ELL students make proficiency in reading and math by the end of the school year. At the end of the 2013-14 school year, we had 36% of our ELL students make their proficiency in both reading and math, which is an increase of 36%. We will be

changing our MAP ELL proficiency reading and math goal to meeting or exceeding MAP RIT growth projections for our ELL students. Our current baseline is 91%.

## **2. Student Growth:**

Our students increased their growth in reading from 28.8 in 11-12 to 31.0 in 12-13. We increased 1.5 in reading growth for the 13-14 school year. For the 13-14 school year, Stocker was at 32.5 and the state was at 34.2. Our students increased their growth in math from 25.9 in 11-12 to 30.5 in 12-13. For the 13-14 school year, Stocker was at 28.4 and the state was at 33.6. We greatly increased our math and reading growth this past year with regards to MAP assessments by focusing in on personalized learning and looking at each child individually. We need to continue this work to increase our growth over the state averages. We will continue our work to use classroom data walls, individual goal setting, Learner Profiles and personalized learning binders throughout the school to increase student growth.

Stocker started with 49% of 2<sup>nd</sup>-5<sup>th</sup> graders being proficient in reading MAP in 2012-13 and ended the school year with 58% proficient.

Stocker started with 48% of 2<sup>nd</sup>-5<sup>th</sup> graders being proficient in math MAP in 2012-13 and ended the school year with 57% proficient.

We are working towards 70% of 2<sup>nd</sup>-5<sup>th</sup> graders meeting proficiency in reading and math by the end of the school year. We ended the 2013-14 with 61% of the 2nd-5th grade meeting proficiency in reading and math. We didn't account for the drop we had at the beginning of the 2013-14 school year. We started out the 2013-14 school year with 41% of our 2<sup>nd</sup>-5<sup>th</sup> graders proficient in reading and 43% in math.

We ended the 2013-14 school year with 61% of our 2nd-5th graders proficient in reading and 61% in math, which is higher than where we ended last year.

Due to the drop we had at the beginning of the school year, we are changing our MAP proficiency goal to meeting or exceeding MAP RIT growth projections.

Our baseline in reading and math for meeting or exceeding MAP RIT growth projections 2<sup>nd</sup>-5<sup>th</sup> grade is at 75% for both reading and math. The district average is 47.5% in reading and 46.8% in math.

For the 2012-13 school year, Stocker's 2<sup>nd</sup>-5<sup>th</sup> graders had 84% in reading and 89% in math make at least one year's growth as measured by STAR Reading and Math respectively. We are working towards making 92% for both reading and math for the 2013-14 school year. We ended the 2013-14 school year with 88% of the 2nd-5th grade students making at least a year's growth in STAR reading and 92% making at least a year's growth in STAR math.

## **3. Closing the Gap (ELL Students of Color, SWD, Economically Disadvantaged):**

We increased our point total in closing our reading achievement gaps from 30.0 in 11-12 to 33.7 in 12-13 and then slipped to 31.4 in 13-14. The state is at 34.0. Our math achievement gap point total decreased from 30.0 in 11-12 to 25.6 in 12-13 and then slipped to 24.9 in 13-14. The state is at 32.9. We will be focusing on our ELL and SPED subgroups to increase their achievement by using flexible grouping, student goal setting and individualized instruction. We will be using computer programs such as IXL, Accelerated Reader, Raz-Kids, Mindplay, STAR and MAP to instruct and monitor progress. All staff members are to deliver math instruction through the workshop model to increase personalized learning. See SPED and ELL in "1. Student Achievement" above for School Report Card data and internal baselines.

**4. On-Track and Postsecondary Readiness:**

Our attendance rate over the last two years is 76.4 out of 80 in 11-12 and 76.0 out of 80 for 12-13 on the school state report card. For the 13-14 school year, Stocker's attendance rate was 76.1 while the state was at 75.5. We continue to be higher than the state which stayed at 75.5 for the last 2 years. Stocker increased by 0.1 from 12-13 to 13-14. Last year's attendance rate was 95.3% as measured by the district.

Our 3<sup>rd</sup> grade reading scores were at 12.1 in 11-12 and 11.9 in 12-13 and down to 11.1 in 13-14. We dropped lower than the state which came in at 11.5 last year. We will be addressing attendance as you will see in "5. Student Engagement Indicators" below. We are also addressing vacation requests differently to prevent students from being out unnecessarily. We are implementing Mindplay, a computerized reading program, for select students, assisting them to learn phonics, phonemic awareness and fluency to increase reading abilities overall. Raz-Kids and Accelerated Reader are differentiated reading programs that will be implemented and monitored for all students.

**5. Student Engagement Indicators (Test Preparation, Absenteeism, Dropout Rules):**

We have had 100% test participation for the last three years. Our absenteeism rate over the last 3 years is 1.8%. For the 2012-13 school year our absenteeism rate was 2.2%. We had 19 chronically absent students and 6 habitual truants last year with a total enrollment of 512. We will be focusing our culture/climate goal on attendance to increase overall attendance for our school. We will use the RtI process to intervene with our students that do not have consistent attendance to increase their presence at school. We have set up an attendance team to monitor attendance, implement an attendance incentive program and follow up with specific students and families on a bi-weekly basis. For the 2013-14 school year, Stocker decreased the number of habitual truants by 3 and the number of chronically absent students by 11.

## LITERACY

**GOAL:** By 2015-2016 school year, Stocker will meet the AMO as set by the DPI in each subgroup in Reading.

<b>INDICATOR 1:</b>	<b>Measure 1:</b>	<b>Targets:</b>
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	<b>Measure 2:</b>	<b>Targets:</b>
	STAR scores for ELL targeted students	90% of the targeted ELL students will make at least one year's growth on STAR reading from Sept to May. (results = 76%)
<b>INDICATOR 2:</b>	<b>Measure 1:</b>	<b>Targets:</b>
Comprehension	Guided Reading Levels	40% of SPED students K-5th will be proficient at their grade level in Guided Reading by June 2015. (results = 38%)
Comprehension	<b>Measure 2:</b>	<b>Targets:</b>
	Accelerated Reader	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%)
<b>INDICATOR 3:</b>	<b>Measure 1:</b>	<b>Targets:</b>
Close reading and applying reading strategies	MAP scores	75% of all 2nd-5th grade students will meet or exceed their MAP reading growth projection from fall to spring. (results = 75%)
Close reading and applying reading strategies	<b>Measure 2:</b>	<b>Targets:</b>
	MAP scores for targeted ELL students	85% of all targeted ELL students will meet or exceed their MAP reading growth projection from fall to spring. (results = 88% )

<b>Literacy Goal Implementation Plan</b>		
<b>Strategies and Support (Examples: PD, FTEs, materials)</b>	<b>Target</b>	<b>Timeline</b>
1. On August 5-7, 2014 3 staff members will attend a reading conference called Comprehension Times Three (CX3--2014) with Stephanie Harvey, Debbie Miller, and Cris Tovani.	ALL	2014-15 school year.
2. Attend the RtI Center's "Reviewing K-5 Universal Design" 3 day workshop with 4-5 staff members on reading instruction Oct. 14, 15 and Nov. 4.	ALL	2014-15 school year.
3. Run a Study Club after school for students that need targeted instruction and support.	ALL	2014-15 school year.
4. Work with CESA 1 and the Personalized Learning Network to attend sessions (i.e. Annual Convening on Nov. 3-4 with the 3 <sup>rd</sup> grade team) and have facilitators visit Stocker to deepen our understanding and implementation of personalized learning.	ALL	2014-15 school year.
5. Do a book study with the entire staff called "Formative Assessment in Action Weaving the Elements Together" by Shirley Clarke.	ALL	2014-15 school year.
6. Monitor STAR(Q2, Q3 & Q4) and MAP(3 times per year) overall classroom data based on progress and proficiency.	STAR & MAP	2014-15 school year.
7. All staff will attend the Wormeli session about differentiation on Oct. 17 <sup>th</sup> .	ALL	Oct. 17 <sup>th</sup>
8. Google Apps for Education will be implemented with 3 <sup>rd</sup> -5 <sup>th</sup> graders using the newly acquired Chromebooks.	ALL	2014-15 school year.
9. LLI training for 4 staff members		

## Literacy Records/Documentation/Evidence

### Quarter 1

- 3 staff members attended Aug. 5-7 reading conference.
- Met with CESA 1 on Aug. 22nd to create PD plan.
- Sept. Faculty meeting = Formative Assessment.
- Aug. PD - SLOs and SMART goals, modeled talking partners and “No Hands Up”
- LLI training started for 4 staff members the week of Sept. 15th
- 5 staff members attended 2 days of a 3 day training on Universal Design Reading K-12 which resulted in a Reading Team that began to meet every 2-3 weeks.
- All instructional staff attended the Wormeli session on Oct. 17th.
- Baseline data and proficiency status for MAP and STAR was completed and distributed to staff in Oct. STAR proficiencies were also calculated and distributed after the 1st quarter.
- No staff members are interested in running “Study Club”

### Quarter 2

- 5 staff members attended day 3 of the 3 day training on Universal Design Reading K-12 which resulted in a Reading Team that began to meet every 2-3 weeks and Sue Mirsky joined.
- LLI training continues for the 4 staff members and they are all implementing either during the school day or hosting after school groups.
- Sue Mirsky facilitated a training for the entire staff on Nov. 21st during Fri. afternoon PD.
- Discussion and follow up on the Workshop Model continues.
- 3rd grade team including the SPED teacher attended the PLN Annual Convening Nov. 3-4th and two school visits Dec. 3rd.
- ELL teacher started “Study Club” after school.
- MAP and STAR proficiencies and growth data were calculated and distributed after the 2nd quarter.

### Quarter 3

- ELL teacher started “Study Club” after school.
- STAR proficiencies and growth data were calculated and distributed after the 3rd quarter.
- LLI group is going after school
- Reading Team is meeting with Sue Mirsky.
- Google co-teaching is occurring with J. Reed and she is leading staff training.
- The entire staff is working with the new curriculum documents.

### Quarter 4

- ELL teacher started “Study Club” after school.
- MAP and STAR proficiencies and growth data were calculated and distributed after the 4th quarter.
- LLI group is going on after school.
- The 4 Personalized Learning Schools come together at Stocker with the CESA 1 staff for a half-day professional development.
- Reading team planning summer work.
- Google staff training 3<sup>rd</sup>-5<sup>th</sup>.
- 4K-2<sup>nd</sup> grade attended LLI training with Mary Limbach, the district LLI lead.

## NUMERACY

**GOAL:** By 2015-2016 school year, Stocker will meet the AMO as set by the DPI in each subgroup in Math.

<b>INDICATOR 1:</b>	<b>Measure 1:</b>	<b>Targets:</b>
Application of Numeracy	STAR scores	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	<b>Measure 2:</b>	<b>Targets:</b>
	STAR scores for targeted ELL students	50% of the targeted ELL students 2nd-5th will be at their proficiency level by June 2015. (results = 56%)

<b>INDICATOR 2:</b>	<b>Measure 1:</b>	<b>Targets:</b>
Number sense and application	STAR scores	85% of the SPED students will make at least a year's growth on STAR math from Sept. – May (results = 81%)
Problem solving	<b>Measure 2:</b>	<b>Targets:</b>
	MAP scores	75% of the SPED students will meet or exceed their MAP math growth projection from fall to spring. (results = 76%)

<b>INDICATOR 3:</b>	<b>Measure 1:</b>	<b>Targets:</b>
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	<b>Measure 2:</b>	<b>Targets:</b>
	MAP scores	85% of all targeted ELL students will meet or exceed their MAP math growth projection from fall to spring. (results = 79%)

## Numeracy Goal Implementation Plan

Strategies and Support (Examples: PD, FTEs, materials)	Target	Timeline
1. Continue staff training on Math Recovery using a trainer of trainers model.	ALL	2014-15 school year
2. Hold an optional book study on Math Recovery during the summer of 2014. Continue to provide professional development throughout the school year via collaboration and informal study groups.	ALL	2014-15 school year
3. Run a Study Club after school for students that need targeted instruction and support.	ALL	2014-15 school year
4. Work with CESA 1 and the Personalized Learning Network to attend sessions (i.e. Annual Convening on Nov. 3-4 with the 3 <sup>rd</sup> grade team) and have facilitators visit Stocker to deepen our understanding and implementation of personalized learning.	ALL	2014-15 school year
5. Do a book study with the entire staff on called "Formative Assessment in Action Weaving the Elements Together" called by Shirley Clarke.	ALL	2014-15 school year
6. Monitor STAR(Q2, Q3 & Q4) and MAP(3 times per year) overall classroom data based on progress and proficiency.	ALL	Oct. 17 <sup>th</sup> 2014-15
7. All staff will attend the Wormeli session about differentiation on Oct. 17 <sup>th</sup> .	ALL	2014-15
8. Learn about and use the "Explain Everything" app on the iPads to have students demonstrate knowledge of math concepts and application.	ALL	
9. 6 staff members will participate in Universal Math Design K-12 on Feb. 10, 11 & 24 (3 day training)	4volunteers	

## Numeracy Records/Documentation/Evidence

### Quarter 1

- Met with CESA 1 on Aug. 22nd to create PD plan.
- Sept. Faculty meeting = Formative Assessment.
- Aug. PD - SLOs and SMART goals, modeled talking partners and “No Hands Up”
- Baseline data and proficiency status for MAP and STAR was completed and distributed to staff in Oct. STAR proficiencies were also calculated and distributed after the 1st quarter.
- Staff members had the opportunity to participate in a summer book study on Math Recovery strategies. 5 staff members participated.
- No staff members are interested in running “Study Club”

### Quarter 2

- 2 staff members attended Math conference on Dec. 11-12.
- 3rd grade team including the SPED teacher attended the PLN Annual Convening Nov. 3-4th and two school visits Dec. 3rd.
- ELL teacher started “Study Club” after school.
- MAP and STAR proficiencies and growth data were calculated and distributed after the 2nd quarter.
- The Dec. Faculty meeting focused on Math Recovery “Number Talks”
- 3rd and 4th grade teachers attend a district facilitated session on open response with Jennifer Lawler.

### Quarter 3

- 6 staff members will participate in a 3 day training on Math Universal Design K-12 in Port Washington
- Shared continuum with the staff (shaped in an arrow).
- ELL teacher is running a “Study Club” after school.
- STAR proficiencies and growth data were calculated and distributed after the 2nd quarter.
- J. Reed is using “Explain Everything” with students (co-teaching).

### Quarter 4

- ELL teacher is running a “Study Club” after school.
- MAP and STAR proficiencies and growth data were calculated and distributed after the 2nd quarter.
- J. Reed ran an in-service with staff on “Explain Everything”.
- The 4 Personalized Learning Schools come together at Stocker with the CESA 1 staff for a half-day professional development.

<b>CULTURE/CLIMATE</b>
------------------------

***GOAL: Stocker Elementary School will increase it's overall attendance by 0.2% for the 2014-15 school year.***

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

<b><i>INDICATOR 2:</i></b>	<b><i>Measure 1:</i></b>	<b><i>Targets:</i></b>
	<b><i>Measure 2:</i></b>	<b><i>Targets:</i></b>

<b><i>INDICATOR 3:</i></b>	<b><i>Measure 1:</i></b>	<b><i>Targets:</i></b>
	<b><i>Measure 2:</i></b>	<b><i>Targets:</i></b>

## Culture/Climate Goal Implementation Plan

Strategies and Support (Examples: PD, FTEs, materials)	Target	Timeline
1. A data wall will be set up in the front foyer by Oct. 1st, 2014 to monitor classroom attendance and weekly classroom incentives.	Both	All school year.
2. The attendance team will create data rules for chronically absent and habitually tardy students on progressive steps to intervene via the RtI model.	Both	By January, 2015
3. The attendance team will meet twice per month to address attendance overall as well as for particular students.	Both	All school year.
4. Connect families with school and community resources.	Both	All school year.

**Culture/Climate Records/Documentation/Evidence**
**Quarter 1**

- Bi-weekly meetings started Sept. 9th.
- Popsicles were rewarded on Third Friday Count (Sept. 19th)
- Home visits and follow up occurred for a student (Homeless Status obtained and attendance was edited).
- Started draft of attendance procedures and data rules
- Attendance tips bulletin board with handouts was available prior to Open House.

**Quarter 2**

- Culver's celebration occurred in Nov. for students with attendance improvements (By invitation only).
  - The attendance team is continuing to fine tune our data rules for student that are habitually absent, tardy and truant.
  - Kingfish reward was earned by 3rd grade for having the highest grade level attendance in the month of Nov.
- Bi-weekly meetings started Sept. 9th.
- District and school incentives were used.
- Home visits were done.
- Individualized plans were started.

**Quarter 3**

- Bi-weekly meetings started Sept. 9th.
- District and school incentives were used.
- Home visits were done.
- Individualized plans were started.

**Quarter 4**

- Bi-weekly meetings started Sept. 9th.
- One family was referred to H. Schneider, KUSD attendance, for a court referral.
  - District and school incentives were used.
  - Home visits were done.
  - Individualized plans were started.