

**STOCK**

**Geographic Area - Sauganash**



| Official School Name              |
|-----------------------------------|
| Frederick Stock Elementary School |

| Address                 |
|-------------------------|
| 7507 W Birchwood Ave    |
| Chicago, Illinois 60631 |

| Number Of Students Served | Capacity | Utilization | Adjusted Capacity | Adjusted Utilization |
|---------------------------|----------|-------------|-------------------|----------------------|
| 239                       | 130      | 184%        | 156               | 153%                 |

| School Type       | Grades Served | Performance Rating | Space Use Status | Adjusted Space Use Status |
|-------------------|---------------|--------------------|------------------|---------------------------|
| Special Education | Pre-K         | N/A                | Overcrowded      | Overcrowded               |

**Mission Statement as of May 2013**

Stock Early Childhood Center, “where all children belong”, fosters a love for learning in every child. An intentional focus on developmentally appropriate social/emotional growth, self-help needs, rigorous academics, fine-arts and physical development maximizes each student’s learning. Stock is committed to providing inclusive and differentiated programs that nurture and support all of our students by utilizing a culture of professional inquiry, shared leadership and mutual accountability of all staff, parents and community partners.

**School Priorities as of May 2013**

| Description  | Rationale  |
|--|--|
| Common Core Standards and Teaching Strategies Gold will be used to develop and implement curriculum maps with units focused on Social/Emotional learning, English Language Arts and Math skills with appropriate assessment methods to match learning targets. | If we develop and implement a rigorous adaptation of the Common Core Standards and Teaching Strategies Gold, we will be able to implement effective unit and lesson planning protocols that are aligned with data driven practices. We will also be able to align formative assessments that provide accurate information about student learning.                |
| Use data from Teaching Strategies Gold, AEPSi and measures for Special Education students, as defined in their IEP, to differentiate instruction and increase the progress of all students.  | By using data, student deficits will be quickly identified through progress monitoring, curriculum decisions can be more focused and student needs will be met. Therefore, we will be able to support student needs using an informed, ongoing approach for planning, implementation, and evaluation thus increasing achievement for all students                |
| Use newly established committees to create opportunities that encourage parents and community organizations to become active participants in the education of Stock students.  | As parents take a more active role in their child’s education, there is a stronger home-school link which helps transfer strategies across settings, reinforce classroom learning, form relationships allowing for easier deficit remediation if necessary and it sets a model for future expectations of parent involvement throughout their child’s education. |
| Use technology, positioning equipment and sensory equipment to support curricular needs and differentiate instruction.   | Technology, positioning equipment and sensory equipment used to support the curriculum helps students stay engaged. Students should have the opportunity to use a variety of types of technology, which will help them become college and career ready. Technology will help students with disabilities better access the curriculum.                            |

Ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams.

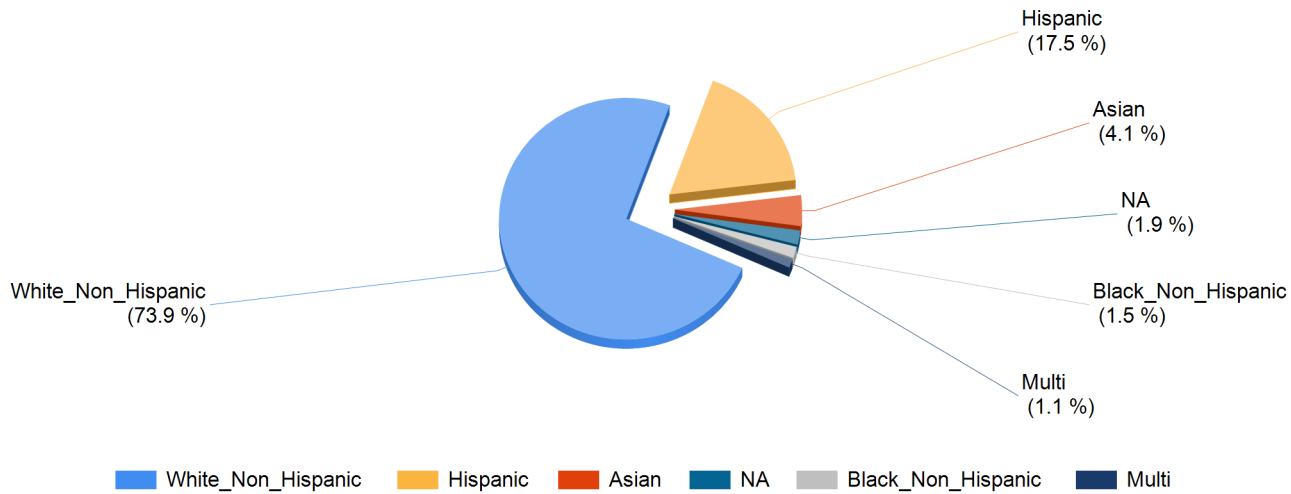
If we ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams then we will be able to:

- Give teachers prompt, honest, and actionable feedback that will lead to improved teaching and cause accelerated student learning
- Provide professional development based on instructional observations and student learning data, allowing teachers to reflect on their practice, apply their learning during the activity and improve practice in the classroom.
- Focus the Instructional Leadership Team (ILT) on learning and applying practices that improve student achievement, allowing the ILTs to provide coaching supports for teacher teams to ensure students are progressing toward college and career readiness benchmarks

**Programs & Services**

|  |  |
|--|--|
| <b>Advanced Placement Courses</b>          | No   |
| <b>CTE: Citywide</b>                       | No   |
| <b>CTE: Other</b>                          | No   |
| <b>CTE: Traditional Academy</b>            | No   |
| <b>CTE: Traditional Program</b>            | No   |
| <b>Health and Wellness</b>                 | Crisis Intervention Services, School-based Dental Services   |
| <b>IB Wall-to-Wall/Programme</b>           | No   |
| <b>School-wide Programs and Models</b>     | Early Childhood Program  |
| <b>Selective Enrollment/Gifted Program</b> | No   |
| <b>Service Leadership</b>                  | No   |
| <b>Supports And Resources</b>              | Stock was the first school in Illinois to fully include children with disabilities into a state-funded pre-kindergarten. Stock offers 5 Preschool For All inclusion classrooms and two instructional, special education classrooms for students ages 3-5. Stock has on-going partnerships with The C.S.O, The Suzuki-Orff School of Music, Erickson, and the Botanic Garden. |
| <b>Theme Based Magnet</b>                  | No   |

**% of students by race/ethnicity**



| % Special education & students with disabilities | % English language learners | % Receiving free or reduced lunch | % Students in temporary living situations | % attending students who reside in neighborhood if boundary | % attending students who reside in neighborhood if boundary | % applicants enrolled if selective |
|--|-----------------------------|-----------------------------------|---|---|---|------------------------------------|
| 39.55  | 16.42                       | 27.24                             | 0.00                                      |   |   | N/A                                |

| General Information |                           |
|---------------------|---------------------------|
| School Level        | ES                        |
| Geographic Network  | O'Hare Elementary Network |
| Geographic Area     | Sauganash                 |
| School Type         | District                  |

| Building(s) Inventory                    |               |
|--|---------------|
| Total Campus Area (S.F.)                 | 16,665        |
| Year Constructed (MAIN)                  | 1976          |
| <b>Breakdown by Building Type (S.F.)</b> |               |
| Building Type                            | Building Size |
| MAIN                                     | 16665         |

| Schools Co-Located on Campus |
|------------------------------|
| <b>School Name</b>           |

| Campus-wide Air Conditioning   |      |
|--|------|
| A/C Level  | Full |
| Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom. |      |

| Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus) |                     |  |
|---|---------------------|--|
| Latest Assessment   | 2013                |  |
|   |                     | <b><u>Facility Systems Assessed (by Phase)</u></b>   |
|   | \$41,022.41         | <i>Exterior</i>  |
|   | \$153,998.13        | <i>Mechanical, Electrical, Plumbing and Fire Protection</i>  |
|   | \$98,093.71         | <i>Interiors</i>   |
|   | \$87,514.57         | <i>Site</i>  |
| <b>Total Campus Need</b>  | <b>\$380,628.82</b> | The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs |

