

# School Performance Plan

School Name	
STUCKEY, EVELYN ES	
Address (City, State, Zip Code, Telephone):	
4905 CHARTAN AVE LAS VEGAS, NV 89141, 7027992274	
Superintendent/Region Superintendent:	Jesus Jara / Debbie Brockett
For Implementation During The Following Years:	2020-2021

## The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	Elementary
Classification:	5 Star
NCCAT-S:	Review

**\*1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request ☐ Use of Core Instructional Materials ☐ Scheduling ☐ Model School Visits

**Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.**

Name of Member	Position	Name of Member	Position
Janelle Read	Parent	Joelle L. Mills	Principal
Barbara D'Ercole	Assistant Principal	Michelle Gilmore	Read by Grade Three Strategist
Bethany Oswalt	GATE Teacher	Nicole Mercer	First Grade Teacher
Sara Ackeret	Primary Autism Teacher	Joleen Boelter	Third Grade Teacher
Tricia Young	Librarian	Amy Nadig	Second Grade Teacher
Leslie Sychowicz	Fourth Grade Teacher	Sara Bartlett	Fifth Grade Teacher

## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Interim Assessments	AMAOs/ELPA Analysis	Special Ed Staffing and Professional Development
Summative Assessments	Placement (Proficiency Levels)	Teacher/Administrator Observation Data
Formative Assessments Practice	NA	Availability of Curriculum for IEP Students
Other: PLC Data	Other: WIDA Data	Other: MAP Data
Other: AIMSWeb Data	Other: AIMSWeb Data	Other: AIMS Data

**Summary Statement:** Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

At Stuckey ES is a 5-Star School, as designated by the NSPF. Overall proficiency rates on the 2018-2019 SBAC for both Math (76.7%) and ELA (72.5%) were above the average for the Clark County School District. Overall proficiency rates demonstrate that has returned to a five-star status. At Stuckey ES, data from the Spring 2018-2019 administration of the SBAC was reviewed to determine the school-wide needs. The following information will provide both highlights and areas of need. Areas of need have been structured into goals identified as priority goals and measurable objectives for the 2019-2020 school year. Highlights in this data identified by the School Improvement Planning Team include: 1: Students in Grade 3 showed an increase in ELA proficiency from 52% in 2017-2018 to 69% in 2018-2019. 2: Hispanic students increased overall math proficiency from 56% in 2017-2018 to 76.9% in 2018-2019. 3: Stuckey reduced chronic absenteeism from 15.9% in 2017-2018 to 10.4% in 2018-2018. 4: Students receiving special education services increased AGP in ELA from 14.2% in 2017-2018 to 38.3% in 2018-2019. 5: Students identified as Read by Grade 3 increased overall proficiency in all subgroups.

Gaps in Academic Achievement were also identified in our data. The following 7 items demonstrate our areas of concern after reviewing data: 1: Overall proficiency of students receiving special education services in all categories. Students receiving special education services were among the lowest performing subgroups in all categories. 2: Student AGP proficiency for those identified as non-English proficient decreased from 55.8% in 2017-2018 to 40% in 2018-2019. 3: African-American students decreased in overall math proficiency from 43.1% in 2017-2018 to 33.2% in 2018-2019. 4: Decrease in overall math proficiency for students receiving special education services from 30.3% in 2017-2018 to 26.8% in 2018-2019. 5: Overall decrease in students proficient in science. 6: Data from Fall MAPS assessment demonstrates students in grades 1-3 require more instruction in numbers and operations. 7: Data from Fall MAPS assessment demonstrates that students in grades 1-3 require more instruction in informational text features and vocabulary.

Previous years' data:

Nevada School Performance Framework: In 2017-2018 Stuckey received an index score of 82.5 resulting in a loss of start rating from 5 to 4 stars. Stuckey received a score of 12/20 in 2018-2019 in Closing Opportunity Gaps. Stuckey received a 6.5/10 in 2018-2019 for Student Engagement. Stuckey also received a 24/25 in 2018-2019 in the Academic Achievement. Each of these areas increased in

For the 2019-2020 school year, additional data was reviewed. PLC data indicates the need to analyze common assessments and instructional strategies used in the the classroom. Further, the SBCT schedule for the 2019-2020 school year was guided by data analysis from the 2018-2019 school year. A need for a writing program was identified as well as a need to take a more in-depth look at vertical alignment in ELA and math. SBCT for the 2019-2020 year will be a continuation from the previous year and will also include professional development on Envisions/Investigations math program. RPDP continued to provide professional development to all teachers K-5 and special education staff focused on writing across the curriculum, writing in specific genres, and grading norming of benchmark common writing assessments in grades K-5..

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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### Priority Need/Goal 1:

Increase overall proficiency of all students in reading as measured by state summative assessments from 72.5% to 75% Increase overall proficiency of all students in math as measured by state summative assessments from 76.7% to 79% Increase overall proficiency of 5th grade students in science as measured by state summative assessments.

### Root Causes:

Based on student achievement data and teacher perception data, there is a need for teachers to unwrap standards and align materials and resources to support the literacy and mathematics framework. There is also a need for the development of common assessments and to utilize data from the results to drive instruction. Further, there is a need to increase accountability for science instruction and incorporation of science into non-fiction literacy activities. Specifically in ELA, root causes include: lack of funds outside of our strategic budget, inconsistent school-wide use of Lexia Core 5, having only one resource teacher for 25 special education students, and school-wide development of differentiation with rigor as related to the NVACS. Specifically in Math, root causes include: lack of funds outside of strategic budget, implementation of a new school-wide math program in the Fall of 2019, developing content knowledge and pedagogical skills in resource as the teacher is completing ARL coursework,, school-wide development of differentiation with rigor as related to the NVACS, and lack of a research-based intervention program. Specifically to science: Continual development of school-wide consistency in science instruction.

### Measurable Objective 1:

Increase the percent of students above the 60th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by MAP Growth Assessment.

### Measurable Objective 2:

Increase the percent of students above the 60th percentile in Math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by MAP Growth Assessment.

### Measurable Objective 3:

Increase the percent of students above the 60th percentile in Science from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by MAP Growth Assessment.

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status

1.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
		Yes		
For the 2020-2021 school year, Stuckey has identified rigor, relevance, relationships, and results (RRRR) as a priority need. RRRR will be embedded throughout Professional Development Days, PLCs. observation feedback, and in collaboration. PLC meetings are used to analyze data, unwrap standards and to align materials and resources to support the literacy and math framework. The special education team will actively participate in on-going PLCs grade levels. The SEIF will support the special education staff and students, including self-contained programs, to ensure maximum learning time. Common assessments are aligned to the standards and the results of common assessments are analyzed during these meetings. Teachers are provided opportunities to meet with Read by 3 Strategist, colleagues, and conduct peer observations. In addition, all teachers are participating in on-going, school-wide writing professional development with a representative from RPDP for our Being A Writing program. Throughout the year during staff meetings and Professional Development time, all staff will participate coinciding RRRR in writing, number talks, and text-dependent questions professional development. All teaching staff will meet monthly with Administration, Learning Strategist, SEIF, and school psychologist in RTI meetings to review student progress through differentiated instruction and interventions. Staff will also participate in on-going professional development in the adoption of a new Envisions/Investigations math program. MAPS data with Kahn Academy will be utilized in ELA and Math to provide students additional opportunities to receive differentiated instruction. Data will inform instruction and differentiation in both small reading and math groups. The Literacy Committee and Math Committee will organize opportunities for students to achieve rewards and recognition for progress with Lexia. Further, each committee will meet throughout the year to conduct surveys and analyze school-wide data. Data from surveys and assessments will drive professional development which will be offered during Professional Development time and throughout the instructional day as needed.	Professional time, PLC documentation form, Learning Strategist, RPDP representative and Learning Strategist, Professional Development time agendas, monthly RTI meetings, Staff training to properly implement the new school-wide math program, and grade-level documentation from all meetings. Monies to purchase items for ST Math and Lexia rewards as well as MAP Goal achievement will be purchased through SGF.	PLC meeting agendas and minutes, Professional Development time agendas, SLPPs for students in grades K-5, common assessment data, MAPs data, Interim Assessments, Special Education department meetings, common writing prompts/rubrics, classroom observations, notes, professional development agendas and reflection notes, and conferences. Student data will also be collected in monthly RTI meeting notes.	Evidence will be analyzed monthly by: Administration, Teachers, GATE Teacher, and Learning Strategist.	N/A

Comments:

<b>Action Step</b>	<b>Resources and Amount Needed</b>	<b>List Artifacts/Evidence</b>	<b>Timeline and Position Responsible</b>	<b>Monitoring Status</b>
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Provide parents with NVACS information and materials including Partners for Achievement, school website, school Facebook page, Academic Nights, and Newsletters. Additional information and strategies will be shared during PST Conferences. FACES workshops at Stuckey Elementary will continue to be offered. Student data will be shared at Academic Nights, Open House, and Parent teacher conferences.	On Common Ground, School and Teacher Newsletters, FACES Department, teacher conference and contact logs, other instructional support.	Copies of On Common Ground, School and Teacher Newsletters, teacher contact logs, teacher conference sign in sheets, SLPPs, FACES workshop flyers and RSVPs, agendas.	Evidence will be analyzed monthly by: Administration, Teachers, and Learning Strategist.	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will use materials aligned to NVACS. The new school-wide math program will continue to be implemented. Common assessments and benchmark assessments will be analyzed to assess math and reading levels to guide instruction. Common writing assessments will be analyzed with common rubrics to analyze student proficiency and to drive instructional practices and professional development opportunities. Professional development will be offered through Professional Development time , grade-level meetings, peer observations, instructional rounds, and one on one with administration. Teachers will present student data at monthly RTI meetings to discuss student progress on response to intervention. Screeners such as AIMS, cold-read comprehensions, school-wide common summative writing assessments three times a year, and data from MAPS will also be utilized to drive instruction and inform student grouping.	Master schedule, Professional Development, PLC time, monthly RTI meetings, common assessments, MAP, AIMS, Additional training for school-wide math program, RPD Writing PD, Cold Reads, common writing prompts, ST Math, and Lexia. A school-wide math and reading bootcamp will take place before and after school to provide additional learning opportunities for students. The school will also be looking to purchase a school-wide reading program if funds are available.	Professional Development agendas and feedback forms, Classroom Observations, Lesson Plans, Student Achievement Data, RTI plans, intervention logs, MAP data, AIMSweb progress monitoring, and classroom observations, notes, and conferences.	Evidence will be analyzed monthly by: Administration, Classroom Teachers, and Read by 3 Strategist.	N/A

Comments:

<b>1.4 Other (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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### Priority Need/Goal 2:

Reduce the percent of students chronically absent from 10.4% to 9% as measured by Infinite Campus/Chronic Absenteeism Visualization. Increase the percent of students who feel safe at school to 100% as measured by the CCSD Districtwide Survey.

### Root Causes:

Based on data reported on NSPF and in Infinite Campus, there is a need to reduce the number of chronically absent students. The reported percentage of 5% chronically absent students was an improvement from the previous year. Stuckey has a high population of students with IEPs who leave early on a regular basis for outside therapy. The number of students leaving early for outside therapy has a negative impact on attendance. Stuckey also has a high population of students who take vacations throughout the year and take extra days off connected to CCSD vacations/days where students are not in school. Based on data from the Student Survey given to fourth and fifth grade students, less than 100% of students stated they felt safe at school.

### Measurable Objective 1:

Reduce the number of economically disadvantaged students chronically absent from 10.4% to 9%.

### Measurable Objective 2:

Increase the percent of students who feel safe at school to 100%.

### Measurable Objective 3:

Implement an Attendance Plan to include incentives and recognition for students with Perfect and/or Outstanding Attendance. Post and report monthly attendance rates for the whole school and individual grade levels on a bulletin board, on the school website and Facebook page, and in a monthly school newsletter.

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

A school-wide attendance program was put into place for the 2018-2019 school year and maintained in 2019-2020. All staff will follow a school-developed progressive attendance plan to more effectively monitor attendance. At 5 absences teachers call home and place student information into a purple folder. At 7 absences, the folder is given to the counselor who will contact parents. If needed for continuous absences, administration will meet with parents. To celebrate attendance, grade levels participate in a monthly contest where the grade level/class with the highest attendance rate will receive a prize. The Safety Committee will continue to meet throughout the year to analyze survey information from teachers regarding student safety. Classroom teachers will continue to monitor behavior and student safety through Sanford Harmony, classroom progressive discipline and reward systems, CHAMPS, and restorative justice. Teachers will use IC referrals to document student behavior. Stuckey will also participate in the Be Kind initiative. Students will have opportunities to earn 'Caught Being Kind' slips and work toward incentives.	Stuckey Student Recognition Committee chaired by our counselor with monthly meetings to analyze student attendance data. Materials/Resources include: school-wide attendance bulletin board in the hallway, purple folders to keep student attendance data organized, and materials/incentives for monthly attendance awards. Safety committee will communicate with grade levels to gather information on student safety and discussed as needed in meetings throughout the school year. Student behavior will be handled by classroom teachers and administration. Data will be tracked in Infinite Campus and in classroom teacher documentation.	Attendance reports, daily attendance records, teacher records, student forms/purple folders, teacher contact logs, and additional parent contact logs in Infinite Campus. Be Kind slips and recognition assemblies. Behavior referrals in Infinite Campus, teacher documentation of behavior and communication with parents (Dojo, Remind, emails, phone calls/logs, and face to face meetings with teachers and/or administration).	Evidence will be analyzed monthly by: Administration, Counselor, and RTI Chairs.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
The Student Recognition Team met in August of 2019 to analyze attendance data from the 2018-2019 school year. A school-wide plan was developed to more effectively monitor student attendance. Information on the policy was communicated to parents via the CCSD Back to School Reporter, an attendance letter, school and teacher newsletters, and phone calls and face to face meetings as needed. A monthly bulletin board displays attendance data for each grade level.	Partners for Achievement, Back to School Reporter, School and Teacher Newsletters, teacher conference and contact logs, attendance incentives, monthly meetings with Student Recognition team, attendance incentives, and teacher meetings with counselor and/or administration as needed. Administration will attempt to schedule a workshop for parents and guardians regarding school attendance.	CCSD Back to School Reporter, school attendance letter, student attendance folders (created after the 5th absence), school-wide bulletin board, monthly attendance incentives for class with the highest attendance percentage, parent contact logs in attendance folders and in Infinite Campus.	Evidence will be analyzed as needed by: Administration, Teachers, Counselor, and School Clerk.	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>
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Classroom teachers will celebrate attendance in their classrooms. Teachers will communicate with counselor and administration as needed to track potential habitual attendance and truancy. Classroom teachers will have a behavior management system in place. Teachers will utilize school-wide programs such as Kagan, Sanford Harmony, and CHAMPS to build community. All school-campus staff will participate in 'Caught Being Kind' initiative to recognize positive behavior across all school settings. Monthly Perfect Attendance and Outstanding Attendance awards will be presented to students.	Daily attendance, weekly attendance reports, Student Recognition Team, Attendance letters, Back to School Reporter, Student attendance logs, meeting with counselor and administration as needed, parent contact logs, Be Kind slips, and documentation in IC.	School and teacher newsletters, Back to School Reporter, student attendance logs, parent contact logs, school attendance bulletin board, school progressive attendance plan, attendance awards, and documentation in Infinite Campus.	Evidence will be analyzed monthly by: Administration, Classroom Teachers, and Counselor.	N/A
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Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:



## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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### Priority Need/Goal 3:

Increase the percent of English Language Learners (ELL) students meeting AGP toward English Proficiency from 40% to 51%

### Root Causes:

Based on summative assessment data and data from the WIDA Consortium there is a need for training in the area of cultural competency as evidenced by the District student achievement gap data. Data from EL AGP data demonstrates that in 2017-2018 55.8% of students were meeting AGP and in 2018-2019 that decreased to 40%. While still above the District average of proficient students, there is a need at Stuckey Elementary to ensure proficiency levels do not continue to decrease. Based on policies and procedures identified by the Clark County School District through data analysis of diversity within our district, all schools demonstrate a need to increase cultural awareness among diverse populations. Data from the WIDA Consortium also demonstrates that students receive the lowest achievement scores in the speaking and listening sections of the test. This is a district-wide concern. A root cause for this statistic at Stuckey is that students previously practice speaking assessments in the same format of the WIDA Consortium assessment.

### Measurable Objective 1:

Decrease the percent of ELL students scoring at or below the 60th percentile in ELA from X%(fall) to Y% (winter) to Z% (spring) by May 2021 as measured by MAP Growth Assessment.

### Measurable Objective 2:

Increase the awareness of students regarding their WIDA progress and how to take a speaking assessment.

### Measurable Objective 3:

Increase the percent of ELL students meeting AGP toward English proficiency from 40% to 50%.

### Measurable Objective 4:

Continue to provide professional development regarding personnel trained in cultural competency to 100% through continuation of the cohort instructional rounds.

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

All staff will continue to receive professional development in language acquisition in school for the 2019-2020 school year. The staff plan for 2020-2021 will be based on data from 2019-2020 WIDA data and data collected during instructional rounds. The staff will collaborate to improve language acquisition opportunities for all students with a focus on ELL students. As a staff we analyzed data from the WIDA test, and formative and summative assessments to determine a school-wide focus of practice: What classroom conditions provide evidence of student opportunities to build on or challenge initial understandings? Through professional development in instruction and in Instructional rounds, teachers will implement strategies into their daily pedagogical practices. Students receive additional support through differentiated instruction, Imagine Learning, Lexia, and ST Math. In classrooms, teachers will continue to build interpersonal relationships with students through Sanford Harmony activities. All students working toward ELL proficiency will have a portfolio of demonstrating progress towards English proficiency. Students will make goals prior to taking the WIDA Consortium assessment. Further, students will have an opportunity to practice a speaking assessment through the WIDA practice assessments. Additionally, the administration will administer the assessments, not classroom teachers.	Monies for sub days provided by ELL Title III plan money will assist in completion of school-wide instructional rounds. Students identified as ELL receive additional instruction through differentiation with rigor, through Kahn Academy, ST Math, and Lexia. Teachers receive planning days or up to 5 hours of paid planning time through the approved ELL Title III plan. Each teacher also has a Sanford Harmony kit and Kagan strategies to increase student discourse opportunities to utilize academic and social vocabulary.	Instructional round plans, agendas, handouts, sign-in sheets, post-instruction surveys. Additional evidence is collected in Instructional Round discussions and in classroom observation notes. Student data is also collected through Lexia, and ST Math reports. Additional data is collected in lesson plans and in observation notes. Professional Development agendas and feedback from teachers.	Pre/Post observation conferences, classroom observations, collaboration of student formative and summative monitored, and ELL portfolios, WIDA interim assessment data from practice speaking tests analyzed by Administration, the ELL Success Advocate, and Read by 3 Strategist.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Parents receive annual English language proficiency information from WIDA test and in Read by 3 SLPPs. Parents receive further information through FACES workshops, school Academic Nights, school and class newsletters, as well as through our Facebook page.	Approved monies from school ELL Title III plan, planning days, instructional rounds, and collaborative discussions to guide planning, professional development, and feedback.	WIDA assessment information, MAP Data, AIMS Data, SLPPs, teacher contact logs, parent/teacher conferences, and student progress reports from Imagine Learning, Lexia, and ST Math.	All data is collected and reviewed by Administration, Read by 3 Strategist, and school ELL Success Advocate.	N/A

Comments:

<b>3.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers and administration will analyze student data to drive instruction. CTTs will work with identified students in small group setting.	\$24,000 for two CTTs, \$2,000 for AIMSWeb, and time during the school day and before school to differentiate instruction.	MAP Data, SLPPs, AimsWeb data, WIDA data, formative and summative assessments, and SBAC data, as appropriate.	Administration, Read by Grade 3 Specialist, ELL Success Advocate, CTTs, and classroom teachers.	N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
General Budget	\$45,000	Supplies and materials for classroom instruction.	Goals 1, 2 and 3
General Budget	\$24,000	Two CTTs to provide intervention and/or acceleration differentiated instruction.	Goals 1, 2 and 3
SGF	\$2,000	Materials and awards for attendance plan.	Goals 1, 2 and 3

## Plan for improving the school climate

**Goal:**

Increase the percent of students who feel safe at school to 100%.

**Action Plan:** How will this plan improve the school climate?

To improve the percentage of students who feel safe at school we will conduct regular meetings with the Safety Team. The Safety Team is tasked with consistently collaborating with teachers to discuss student safety. Concerns will be brought to the Safety Committee to discuss with a goal of continuous improvement. Data will include use of Sanford Harmony, restorative Justice, progressive discipline, and school-wide behavior programs, incentives, and reporting methods. In addition, the Student Recognition Committee will also meet regularly to monitor the Be Kind initiative and student recognition opportunities. A Wellness Room was put together and will be implemented in the Fall of 2020. The counselor will continue to conduct classroom lessons on kindness and will continue to promote the Be Kind Initiative. Teachers will continue to meet with, establish, and build relationships with both students and parents. Teachers and administration will address all parent concerns in a timely manner to ensure all areas and needs of concern are addressed.

**Monitoring Plan:** How will you track the implementation of this plan?

All expectations are described in the School Handbook. In addition, information will be collected through teacher's plan of operation for progressive discipline and restorative justice, Safety Committee and Student Recognition Committee agendas, data from surveys, teacher contact logs, and Infinite Campus. A log of classroom usage of the Wellness Room and lesson plans/observations of the counselor's classroom lessons.

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Regular meetings with Safety and Student Recognition Committees will provide data to review and analyze toward's improvement of school climate. Data from the NUMBER of student discipline data cases reported in Infinite Campus will be revealed and discussed in a professional manner with a goal of ensuring all resources are noted and made available to students and families as needed. Highlights from Student Recognition opportunities and student discipline will be discussed and evaluated against our school-wide goals to determine if we are on track for 100% student safety. Adjustments will be made as needed. Feedback from students and parents/guardians.

## APPENDIX A - Professional Development Plan

### 1.1

For the 2020-2021 school year, Stuckey has identified rigor, relevance, relationships, and results (RRRR) as a priority need. RRRR will be embedded throughout Professional Development Days, PLCs, observation feedback, and in collaboration. PLC meetings are used to analyze data, unwrap standards and to align materials and resources to support the literacy and math framework. The special education team will actively participate in on-going PLCs grade levels. The SEIF will support the special education staff and students, including self-contained programs, to ensure maximum learning time. Common assessments are aligned to the standards and the results of common assessments are analyzed during these meetings. Teachers are provided opportunities to meet with Read by 3 Strategist, colleagues, and conduct peer observations. In addition, all teachers are participating in on-going, school-wide writing professional development with a representative from RPDP for our Being A Writing program. Throughout the year during staff meetings and Professional Development time, all staff will participate coinciding RRRR in writing, number talks, and text-dependent questions professional development. All teaching staff will meet monthly with Administration, Learning Strategist, SEIF, and school psychologist in RTI meetings to review student progress through differentiated instruction and interventions. Staff will also participate in on-going professional development in the adoption of a new Envisions/Investigations math program. MAPS data with Kahn Academy will be utilized in ELA and Math to provide students additional opportunities to receive differentiated instruction. Data will inform instruction and differentiation in both small reading and math groups. The Literacy Committee and Math Committee will organize opportunities for students to achieve rewards and recognition for progress with Lexia. Further, each committee will meet throughout the year to conduct surveys and analyze school-wide data. Data from surveys and assessments will drive professional development which will be offered during Professional Development time and throughout the instructional day as needed.

### Goal 1 Additional PD Action Step (Optional)

### 2.1

A school-wide attendance program was put into place for the 2018-2019 school year and maintained in 2019-2020. All staff will follow a school-developed progressive attendance plan to more effectively monitor attendance. At 5 absences teachers call home and place student information into a purple folder. At 7 absences, the folder is given to the counselor who will contact parents. If needed for continuous absences, administration will meet with parents. To celebrate attendance, grade levels participate in a monthly contest where the grade level/class with the highest attendance rate will receive a prize. The Safety Committee will continue to meet throughout the year to analyze survey information from teachers regarding student safety. Classroom teachers will continue to monitor behavior and student safety through Sanford Harmony, classroom progressive discipline and reward systems, CHAMPS, and restorative justice. Teachers will use IC referrals to document student behavior. Stuckey will also participate in the Be Kind initiative. Students will have opportunities to earn 'Caught Being Kind' slips and work toward incentives.

### Goal 2 Additional PD Action Step (Optional)

### 3.1

All staff will continue to receive professional development in language acquisition in school for the 2019-2020 school year. The staff plan for 2020-2021 will be based on data from 2019-2020 WIDA data and data collected during instructional rounds. The staff will collaborate to improve language acquisition opportunities for all students with a focus on ELL students. As a staff we analyzed data from the WIDA test, and formative and summative assessments to determine a school-wide focus of practice: What classroom conditions provide evidence of student opportunities to build on or challenge initial understandings? Through professional development in instruction and in Instructional rounds, teachers will implement strategies into their daily pedagogical practices. Students receive additional support through differentiated instruction, Imagine Learning, Lexia, and ST Math. In classrooms, teachers will continue to build interpersonal relationships with students through Sanford Harmony activities. All students working toward ELL proficiency will have a portfolio of demonstrating progress towards English proficiency. Students will make goals prior to taking the WIDA Consortium assessment. Further, students will have an opportunity to practice a speaking assessment through the WIDA practice assessments. Additionally, the administration will administer the assessments, not classroom teachers.

### Goal 3 Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

Provide parents with NVACS information and materials including Partners for Achievement, school website, school Facebook page, Academic Nights, and Newsletters. Additional information and strategies will be shared during PST Conferences. FACES workshops at Stuckey Elementary will continue to be offered. Student data will be shared at Academic Nights, Open House, and Parent teacher conferences.

#### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

The Student Recognition Team met in August of 2019 to analyze attendance data from the 2018-2019 school year. A school-wide plan was developed to more effectively monitor student attendance. Information on the policy was communicated to parents via the CCSD Back to School Reporter, an attendance letter, school and teacher newsletters, and phone calls and face to face meetings as needed. A monthly bulletin board displays attendance data for each grade level.

#### Goal 2 Additional Family Engagement Action Step (Optional)

### 3.2

Parents receive annual English language proficiency information from WIDA test and in Read by 3 SLPPs. Parents receive further information through FACES workshops, school Academic Nights, school and class newsletters, as well as through our Facebook page.

#### Goal 3 Additional Family Engagement Action Step (Optional)

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

#### Priority Need/Goal 1:

Increase overall proficiency of all students in reading as measured by state summative assessments from 72.5% to 75% Increase overall proficiency of all students in math as measured by state summative assessments from 76.7% to 79% Increase overall proficiency of 5th grade students in science as measured by state summative assessments.

#### Measurable Objective(s):

- Increase the percent of students above the 60th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by MAP Growth Assessment.
- Increase the percent of students above the 60th percentile in Math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by MAP Growth Assessment.
- Increase the percent of students above the 60th percentile in Science from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by MAP Growth Assessment.

#### Status

N/A

#### Comments:

#### 1.1 Professional Development:

#### 1.2 Family Engagement:

#### 1.3 Curriculum/Instruction/Assessment:

#### 1.4 Other:

	Mid-Year	End-of-Year
1.1	For the 2020-2021 school year, Stuckey has identified rigor, relevance, relationships, and results (RRRR) as a priority need. RRRR will be embedded throughout Professional Development Days, PLCs. observation feedback, and in collaboration. PLC meetings are used to analyze data, unwrap standards and to align materials and resources to support the literacy and math framework. The special education team will actively participate in on-going PLCs grade levels. The SEIF will support the special education staff and students, including self-contained programs, to ensure maximum learning time. Common assessments are aligned to the standards and the results of common assessments are analyzed during these meetings. Teachers are provided opportunities to meet with Read by 3 Strategist, colleagues, and conduct peer observations. In addition, all teachers are participating in on-going, school-wide writing professional development with a representative from RPDP for our Being A Writing program. Throughout the year during staff meetings and Professional Development time, all staff will participate coinciding RRRR in writing, number talks, and text-dependent questions professional development. All teaching staff will meet monthly with Administration, Learning Strategist, SEIF, and school psychologist in RTI meetings to review student progress through differentiated instruction and interventions. Staff will also participate in on-going professional development in the adoption of a new Envisions/Investigations math program. MAPS data with Kahn Academy will be utilized in ELA and Math to provide students additional opportunities to receive differentiated instruction. Data will inform instruction and differentiation in both small reading and math groups. The Literacy Committee and Math Committee will organize opportunities for students to achieve rewards and recognition for progress with Lexia. Further, each committee will meet throughout the year to conduct surveys and analyze school-wide data. Data from surveys and assessments will drive professional development which will be offered during Professional Development time and throughout the instructional day as needed.	N/A
Progress		



Barriers		
Next Steps		
1.2	Provide parents with NVACS information and materials including Partners for Achievement, school website, school Facebook page, Academic Nights, and Newsletters. Additional information and strategies will be shared during PST Conferences. FACES workshops at Stuckey Elementary will continue to be offered. Student data will be shared at Academic Nights, Open House, and Parent teacher conferences.	N/A
Progress		
Barriers		
Next Steps		
1.3	Teachers will use materials aligned to NVACS. The new school-wide math program will continue to be implemented. Common assessments and benchmark assessments will be analyzed to assess math and reading levels to guide instruction. Common writing assessments will be analyzed with common rubrics to analyze student proficiency and to drive instructional practices and professional development opportunities. Professional development will be offered through Professional Development time , grade-level meetings, peer observations, instructional rounds, and one on one with administration. Teachers will present student data at monthly RTI meetings to discuss student progress on response to intervention. Screeners such as AIMS, cold-read comprehensions, school-wide common summative writing assessments three times a year, and data from MAPS will also be utilized to drive instruction and inform student grouping.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		

Next Steps		
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## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

#### Priority Need/Goal 2:

Reduce the percent of students chronically absent from 10.4% to 9% as measured by Infinite Campus/Chronic Absenteeism Visualization. Increase the percent of students who feel safe at school to 100% as measured by the CCSD Districtwide Survey.

#### Measurable Objective(s):

- Reduce the number of economically disadvantaged students chronically absent from 10.4% to 9%.
- Increase the percent of students who feel safe at school to 100%.
- Implement an Attendance Plan to include incentives and recognition for students with Perfect and/or Outstanding Attendance. Post and report monthly attendance rates for the whole school and individual grade levels on a bulletin board, on the school website and Facebook page, and in a monthly school newsletter.

Status
N/A

#### Comments:

#### 2.1 Professional Development:

#### 2.2 Family Engagement:

#### 2.3 Curriculum/Instruction/Assessment:

#### 2.4 Other:

	Mid-Year	End-of-Year
2.1	A school-wide attendance program was put into place for the 2018-2019 school year and maintained in 2019-2020. All staff will follow a school-developed progressive attendance plan to more effectively monitor attendance. At 5 absences teachers call home and place student information into a purple folder. At 7 absences, the folder is given to the counselor who will contact parents. If needed for continuous absences, administration will meet with parents. To celebrate attendance, grade levels participate in a monthly contest where the grade level/class with the highest attendance rate will receive a prize. The Safety Committee will continue to meet throughout the year to analyze survey information from teachers regarding student safety. Classroom teachers will continue to monitor behavior and student safety through Sanford Harmony, classroom progressive discipline and reward systems, CHAMPS, and restorative justice. Teachers will use IC referrals to document student behavior. Stuckey will also participate in the Be Kind initiative. Students will have opportunities to earn 'Caught Being Kind' slips and work toward incentives.	N/A
Progress		
Barriers		

Next Steps		
2.2	The Student Recognition Team met in August of 2019 to analyze attendance data from the 2018-2019 school year. A school-wide plan was developed to more effectively monitor student attendance. Information on the policy was communicated to parents via the CCSD Back to School Reporter, an attendance letter, school and teacher newsletters, and phone calls and face to face meetings as needed. A monthly bulletin board displays attendance data for each grade level.	N/A
Progress		
Barriers		
Next Steps		
2.3	Classroom teachers will celebrate attendance in their classrooms. Teachers will communicate with counselor and administration as needed to track potential habitual attendance and truancy. Classroom teachers will have a behavior management system in place. Teachers will utilize school-wide programs such as Kagan, Sanford Harmony, and CHAMPS to build community. All school-campus staff will participate in 'Caught Being Kind' initiative to recognize positive behavior across all school settings. Monthly Perfect Attendance and Outstanding Attendance awards will be presented to students.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

Increase the percent of English Language Learners (ELL) students meeting AGP toward English Proficiency from 40% to 51%

**Measurable Objective(s):**

- Decrease the percent of ELL students scoring at or below the 60th percentile in ELA from X%(fall) to Y% (winter) to Z% (spring) by May 2021 as measured by MAP Growth Assessment.
- Increase the awareness of students regarding their WIDA progress and how to take a speaking assessment.
- Increase the percent of ELL students meeting AGP toward English proficiency from 40% to 50%.
- Continue to provide professional development regarding personnel trained in cultural competency to 100% through continuation of the cohort instructional rounds.

**Status**

N/A

**Comments:**
**3.1 Professional Development:**
**3.2 Family Engagement:**
**3.3 Curriculum/Instruction/Assessment:**
**3.4 Other:**

	Mid-Year	End-of-Year
3.1	All staff will continue to receive professional development in language acquisition in school for the 2019-2020 school year. The staff plan for 2020-2021 will be based on data from 2019-2020 WIDA data and data collected during instructional rounds. The staff will collaborate to improve language acquisition opportunities for all students with a focus on ELL students. As a staff we analyzed data from the WIDA test, and formative and summative assessments to determine a school-wide focus of practice: What classroom conditions provide evidence of student opportunities to build on or challenge initial understandings? Through professional development in instruction and in Instructional rounds, teachers will implement strategies into their daily pedagogical practices. Students receive additional support through differentiated instruction, Imagine Learning, Lexia, and ST Math. In classrooms, teachers will continue to build interpersonal relationships with students through Sanford Harmony activities. All students working toward ELL proficiency will have a portfolio of demonstrating progress towards English proficiency. Students will make goals prior to taking the WIDA Consortium assessment. Further, students will have an opportunity to practice a speaking assessment through the WIDA practice assessments. Additionally, the administration will administer the assessments, <u>not classroom teachers.</u>	N/A
Progress		
Barriers		

Next Steps		
3.2	Parents receive annual English language proficiency information from WIDA test and in Read by 3 SLPPs. Parents receive further information through FACES workshops, school Academic Nights, school and class newsletters, as well as through our Facebook page.	N/A
Progress		
Barriers		
Next Steps		
3.3	Teachers and administration will analyze student data to drive instruction. CTTs will work with identified students in small group setting.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		