Storey Elementary

10621666111249

Principal's Name:　Gayle Frediani

Principal's Signature:　*Gayle Frediani*

The Fresno Unified School District Board of Education approved this plan on:　May 3, 2017

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

Storey School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. **Principal - Gayle Frediani**	X				
2. **Chairperson - Samantha Oviedo**				X	.
3. **Lurdes Ortega**		X			
4. **Laura Avakian**		X			
5. **Stacy Xiong**		X			
6. **Joanne Espinoza**			X		
7. **Patricia Alvarez**				X	
8. **Jensen Vang**				X	
9. **open**				X	
10. **open**				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ **ELAC reviewed the SPSA as a school advisory committee.**
☐ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Gayle Frediani	*Gayle Frediani*	3/28/17
SSC Chairperson	Samantha Oviedo *Jensen Vang*	*[signature]*	3/28/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Storey - 0430

ON-SITE ALLOCATION

3010	Title I	$76,111 *
7090	LCFF Supplemental & Concentration	$273,207
7091	LCFF for English Learners	$108,966

TOTAL 2017/18 ON-SITE ALLOCATION   **$458,284**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,429
Remaining Title I funds are at the discretion of the School Site Council	$74,682
Total Title I Allocation	$76,111

February 9, 2017

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Storey ▼] [Select]

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	14/68	N/A[3]	32.56%	37.57%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	16/68	N/A[3]	21.39%	30.65%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	7/66	N/A[3]	33.80%	45.60%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	12/68	0.00%[4]	34.70%	39.29%	28.86%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	9/63	N/A[6]	47.66%	55.47%	20.00%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	6/63	N/A[6]	71.88%	71.53%	44.85%	•LCAP Dashboard - 4PupilAchievement
☐	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	10/67	N/A[7]	N/A[7]	32.95%	40.23%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☐	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	9/67	N/A[8]	N/A[8]	32.56%	40.93%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	6/68	11.95%	28.02%	23.08%	12.20%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	11/68*	29.85%	31.67%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	29/68	36.75%	33.97%	40.40%	41.31%	•LCAP Dashboard - 4PupilAchievement
☐	48	ADA Attendance Rate	17/68	95.95%	95.74%	95.71%	95.83%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	15/69	9.33%	9.52%	11.65%	10.27%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	13/68	N/A[10]	N/A[10]	26.01%	16.07%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	46/69	5.70%	0.39%	0.09%	0.00%	•LCAP Dashboard - 6SchoolClimate

☐	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	26/68	4.25%	4.02%	4.93%	0.56%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	1/68	0.10%	0.10%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
☐	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	6/67	90.47%	89.60%	96.68%	4.86%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	30/68	N/A[13]	N/A[13]	71.70%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	29/69	N/A[13]	N/A[13]	65.93%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	44/68	N/A[13]	N/A[13]	57.12%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	36/68	N/A[13]	N/A[13]	71.05%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year

8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year

9. Updated once we have Annual Report from CDE

10. Ties to official ATLAS reporting starting in '15-16 School Year

11. District level indicator - requiring CDE data submission

12. Project launched in '15-16 School Year

13. Tracking started in '15-16 School Year (Baseline Year)

14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : ○ No ○ Yes | Approval Date : 03/16/2017

Last Edit: -

Save

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0430 Storey Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs to plan CCSS in Reading, ELD, & Math; peer observation, SST, IEP, data chat	19,639.00
1	1	Title 1 Basic	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.438	Support instruction with materials ordering, inventory, & distribution	13,531.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs to plan CCSS in Reading, ELD, & Math; peer observation, SST, IEP, data chat	6,974.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental: planning CCSS ELA, ELD, Math ,Goal 2, intervention	23,091.00
1	1	Sup & Conc	Instruction	Bks & Ref			Subscription Scholastic News/Reader	2,500.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support ELA, ELD, math, Goal 2, incentives for academics, attendance, & behavior, Goal 2	34,936.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology to support ELA, ELD, Math, & Goal 2 engagement	15,000.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support ELA in 1st gr	17,264.00
1	1	Sup & Conc	Instruction	Direct-Maint			Maintenance of tech, equipment, & school	2,000.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.670	Intervention integrated with technology (ELA, ELD, & Math)	77,977.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.175	Intervention reading/writing (ELA, ELD)	17,892.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375	Intervention reading/writing	38,338.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375	Intervention reading/writing, math	34,109.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.200	Intervention reading/writing (ELA, ELD)	20,447.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Elementary	0.330	Intervention integrated with technology (ELA, ELD, & Math)	38,408.00
1	1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support ELA in 1st gr	5,500.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology to support math & integrated literacy	6,279.00
2	1	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide supplemental support math, ELA, & ELD, Goal 2	663.00
2	1	Sup & Conc	Instruction	Direct-Food			Direct Food Services to support testing	1,000.00
3	1	LCFF: EL	Instruction	Teacher-Subs			Teacher Subs to plan CCSS in Reading, ELD, & Math; peer observation, SST, IEP, data chat	10,460.00
3	1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental planning CCSS ELA, ELD, Math, Goal 2, intervention Teacher	10,658.00
3	2	LCFF: EL	Instruction	Oth Cls-Supp			Classified supplemental parent participation (babysitting)	2,411.00
3	1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support ELD, ELA, math, Goal 2, incentives for academics, attendance, & behavior	7,345.00
3	1	LCFF: EL	Instruction	Subagreements			Reading and Beyond : Reading & Beyond: Homework support for EL	3,257.00
3	1	LCFF: EL	Instruction	Direct Trans			Transportation EL redesignation reward during 2017-18 school year	3,000.00
3	1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,600.00
3	1	LCFF: EL	Parent Participation	Mat & Supp			Materials & supplies to support parent participation including	3,000.00

	1		Parent Participation	Mat & Supp			refreshments	3,000.00
3	1	LCFF: EL	Parent Participation	Direct-Food			Direct Food Service to provide refreshments for mtgs.	200.00
3	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Extra Time interpreting for parents	680.00
4	2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Child Aide	0.375	Special Friends: student outreach & teach Social Skills	9,265.00
4	1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics for parent handbooks	1,232.00
4	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	Outreach and interpreting for parents	11,932.00
4	2	Sup & Conc	Instruction	Direct-Graph			Graphics (ie print awards, posters, visual aides etc.)	200.00
4	1	Sup & Conc	Instruction	Cons Svc/Oth			Maintenance of tech, equipment, & school	300.00
4	2	Sup & Conc	Parent Participation	Local Mileag			: Mileage for student & parent engagement	150.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified supplemental for engagement, Goal 2	663.00
4	2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for HSL Home Visit	150.00
5	2	Title 1 Basic	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.100	Social Skills Training or counseling for at-risk students	14,233.00

$458,284.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$76,111.00
Sup & Conc	7090	$273,207.00
LCFF: EL	7091	$108,966.00
Grand Total		$458,284.00

Domain Totals	Budget Totals
Academic	$419,280.00
SEL / Culture & Climate	$39,004.00
Grand Total	$458,284.00

04/04/2017

Storey Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	45.6	55	California Teaching Fellows Foundation
3751 - Students scoring maximum on the Math and ELA	55.47	65	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	40.08	50	
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	37.57	47	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

ELA - To continue our positive momentum toward reaching our goal of all students reading by 3rd grade and scoring proficient or above on district and state assessments, Storey will continue a tiered system of supports based on rigorous and complex text, common best practices, and responsive intervention. Intervention tiers are embedded in the close reading strategy which are used daily in all classrooms. Enrichment in digital literacy will be extended to all students K-6, using complex text and research practices online. Levels of support for struggling learners will be addressed through a combination of in-class targeted support in grades K-1, and targeted 6 week sessions of intervention with certificated tutors in grades 1-6, based on common assessments and learning profiles. Students not demonstrating growth in 2 sessions of intervention will be brought to the team through the SST process to determine if non-identified RSP services are appropriate.

- *Continue school wide integrated literacy, aligned with regional goals. Instruction will continue to focus on daily close reading with complex text, collaborative conversations, and standards-aligned writing tasks in grades 1-6 all year, and beginning no later than Q3 in kindergarten.*
- *Foundational, language, and grammar skills taught through active mini-lessons from the adopted program and taken to application immediately through text and writing.*
- *Intervention Teacher 1.0 FTE in co-teaching model will implement integrated use of technology in all classrooms grades 2-6, focusing on close reading and annotating text, writing, research methodologies, presentation skills, and digital teams, and in small groups for grades K-1 focusing on digital literacy skills and readiness.*
- *Implement integrated SBAC-aligned assessments that support and inform standards-based instruction through use of online tools and site-based refinement of prompts, formative assessments, and Common Assignments.*
- *Tiered Levels of Support:*
- *3 Certificated Tutors .375 FTE each, implement a comprehensive reading/writing intervention program for students significantly below grade level on the Interim Assessment and KAIG for grades K-6 based on EOY 2016-17*

administration. Tier 2 Intervention to include standards-based lessons using a preview/review model in six week cycles, measured by BPST, Spelling Inventories for grade 1, and through formative standards-based assessments created for the intervention program.

- *Three Teaching Fellows support identified areas on BPST and Spelling Inventory as needed, up to 16 hours per week.*
- *After-school tutoring for students in grades K-6 significantly below grade level on KAIG, Interim, and DRP through supplemental contracts with teachers. Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills.*
- *Moderately below students will receive focused instruction that supports the California State Standards through a menu of Close Reading, integrated literacy lessons, text reconstructions, writing instruction, and digital literacy/researching that support standards found in our adopted program..*
- *Kindergarten Outreach and Assessment day prior to opening of school to assess students, meet parents.*
- *Purchase technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy.*
- *Maintenance on technology, equipment, building, and machines to support literacy and school environment.*
- *Purchase subscriptions and site licenses to digital text sources to extend use of complex text.*
- *Resource Lab Assistant .4375 FTE to support materials ordering, inventory and distribution to support instruction.*
- *Extra salaries for instructional aides/classified to support intervention and extra support for students.*
- *Graphics to support instruction through anchor charts, reusable graphic organizers, and other related literacy charts.*
- *Testing administrations supported with district snack program*
- *Incentives for students for achievement in literacy*

SMART Goals

Literacy Target 1 - By June 2018, at least 55% of Storey K-3 students will read on grade level as measured by KAIG, DRP and/or Interim Literacy Assessment.

Literacy Target 2 - By June 2018, a minimum of 65% of Storey Kindergarten students will demonstrate mastery on the KAIG in ELA and Math.

Literacy Target 3 - By the Interim 2 administration, 50% of Storey 1-6th grade students will score proficient or above on the Literacy assessment.

Literacy Target 4 - By June 2018, a minimum of 47% of Storey grade 3-6 students will score proficient or above on the SBAC Literacy assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Monitoring of Literacy Target 1 - By June 2018, at least 55% of Storey K-3 students will read on grade level as measured by DRP and/or Interim Literacy Assessment. - KAIG 1, 2, 3 review of students mastering and students nearly mastering - Data chats with Kindergarten AC team to monitor and set goals for each student - DRP and Interim review of students meeting standards and nearly meeting standards - Data chats with teachers grades 1-6 to monitor standards of strength and challenge, to set goals, and to identify intervention level (reteach, AC plan to reteach, intervention, after-school tutoring, or non-ID RSP, as appropriate) - Intervention data review with intervention team every 8 weeks, after each session to determine program effectiveness and to re-align or exit students in groups	Lead Teachers, AC Teams, VPs and Principal	- KAIG end of Q1, 2, and 3 - Interim and DRP reviews after fall and spring administrations
Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Monitoring of Literacy Target 2 - By June 2018, a minimum of 65% of Storey Kindergarten students will demonstrate mastery on the KAIG in ELA and Math. - KAIG 1, 2, 3 review of students mastering and students nearly mastering - Data chats with Kindergarten AC team to monitor and set goals for each student - Beginning Q3, monitor intervention data every 8 weeks to determine program effectiveness and to re-align or exit students in groups	K Lead Teacher, K AC Team, Principal	- KAIG end of Q1, 2, and 3

Details: Explain the data which will specially monitor progress toward each indicator target

Monitoring of Literacy Target 3 - By the Interim 2 administration, 50% of Storey 1-6th grade students will score proficient or above on the Literacy assessment.

- Interim Assessment review of students meeting standards and nearly meeting standards
- Data chats with teachers grades 1-6 to monitor standards of strength and challenge, to set goals, and to identify intervention level (reteach, AC plan to reteach, intervention, after-school tutoring, or non-ID RSP, as appropriate)

Owner(s):

Lead Teachers/ILT, AC Teams, VPs and Principal

Timeline:

- Interim reviews after fall and spring administrations

Details: Explain the data which will specially monitor progress toward each indicator target

Literacy Target 4 -By June 2018, a minimum of 47% of Storey grade 3-6 students will score proficient or above on the SBAC Literacy assessment.

- ongoing formative assessments above in targets 1-3 address the monitoring and response building to this outcome

Owner(s):

Lead Teachers/ILT, AC Teams, VPs and Principal

Timeline:

- See Target monitoring above for 1-3

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Newsletters monthly with updates on programs*
- *letters to parents for intervention and results*
- *parent-teacher conferences for all students and SST's as needed to develop plans for students not responding to intervention*
- *parent workshops showing foundational skills for grades TK-1, and reading/annotating for grades 2-6, use of EduText and Parent Portal*
- *digital literacy presentation for parents showing research projects developed by students*
- *all actions above supported with funds for refreshments, graphics, babysitting, and materials/supplies*
- *Kindergarten outreach and assessment day prior to opening of school*

Describe Related Professional Learning:

- Continued professional learning to support questioning and planning questions in a progression to support all students
- Professional learning in creating "Look for's" in common assessments
- Continued professional learning in phonemic awareness for K-1
- Planning days for grade level teams to observe peers and to develop plans and standards-based common assessments
- Individual and grade level data chats with administrator after Interim assessments to target standards not met by students and strategically plan instruction to meet their needs.
- Substitutes or supplemental contracts for peer observations, grade level planning days quarterly to develop Common Assignments and backwards map

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- 3 Certificated Tutors to tutor Tier 2 students in reading comprehension, foundational skills, and writing in grades K-6
- Intervention Teacher will implement integrated use of technology in all classrooms grades 2-6, focusing on close reading and annotating text, writing, research methodologies, presentation skills, and digital teams, and in small groups for grades K-1 focusing on digital literacy skills and readiness.
- Teaching Fellows to tutor areas lacking in BPST and Spelling Inventory as needed, up to 16 hours per week.
- After-school tutoring for students in grades K-6 significantly below grade level on KAIG, Interim, and DRP through supplemental contracts with teachers. Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills.
- Materials and Supplies to support literacy
- Technology to support literacy
- Testing administrations supported with district snack program
- Incentives, rewards, or incentive field trips for students for achievement in literacy

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Storey English Learners are redesignated at a rate that ranks 6th in the district, with a 23.08 redesignation rate. Our literacy program using complex text, frequent structures for collaborative conversations, and frequent integrated writing has sustained these positive outcomes for three years, with each year building upon the last. Since these are the only real changes we have made, and our outcomes continue to rise, we have identified these practices as the source of this positive outcome.
- As the home to the highest number of Foster Youth in FUSD, we take a team approach to serving our most high-risk students, employing the use of our School Psychologist, RP Coach, teachers, teacher mentors, intervention team, RSP teachers, and administrators to ensure our Foster Youth are getting the "wrap around" attention they need. Since again, this has been successful, we will continue these practices.

- Purchase subscriptions and site licenses to digital text sources to extend use of complex text.

Storey Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.4375		Support instruction with materials ordering, inventory, & distribution	$ 13,531.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.6700		Intervention integrated with technology (ELA, ELD, & Math)	$ 77,977.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.3300		Intervention integrated with technology (ELA, ELD, & Math)	$ 38,408.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750		Intervention reading/writing, math	$ 34,109.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750		Intervention reading/writing	$ 38,338.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1750		Intervention reading/writing (ELA, ELD)	$ 17,892.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2000		Intervention reading/writing (ELA, ELD)	$ 20,447.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Subs to plan CCSS in Reading, ELD, & Math; peer observation, SST, IEP, data chat	$ 6,974.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher supplemental: planning CCSS ELA, ELD, Math ,Goal 2, intervention	$ 23,091.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Teacher Subs to plan CCSS in Reading, ELD, & Math; peer observation, SST, IEP, data chat	$ 19,639.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Subscription Scholastic News/Reader	$ 2,500.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support ELA, ELD, Math, & Goal 2 engagement	$ 15,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support ELA, ELD, math, Goal 2, incentives for academics, attendance, & behavior, Goal 2	$ 34,936.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance of tech, equipment, & school	$ 2,000.00
1	1	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellow to support ELA in 1st gr	$ 5,500.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellow to support ELA in 1st gr	$ 17,264.00
								Total	$ 367,606.00

Action # 2

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	30.65	40	
3752 - Students scoring maximum on the KAIG in Math	71.53	81	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	40.77	50	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Math - To continue our positive and ongoing growth in Math, we will continue instruction based on Best Practices, including consistent demonstration of the Mathematical Practices daily. Through the use of a dedicated Certificated Tutor and online math reteaching with our Intervention Teacher, students not progressing in math will have the support for basic skills to build fluency and mathematical procedures. Levels of support for struggling learners will be addressed through a combination of in-class targeted support, and targeted 6 week sessions of intervention with the certificated tutor and Intervention Teacher, based on common assessments and learning profiles. Students not demonstrating growth in 2 sessions of intervention will be brought to the team through the SST process to determine if non-identified RSP services are appropriate.

- *Continue school wide use of the Mathematical Practices and focused reteaching.*
- *Intervention Teacher 1.0 FTE will implement technology-based math fluency tutoring for grades 4-6. Tier 2 Intervention to utilize adopted program online component which is responsive to students' individual needs.*
- *Implement integrated SBAC-aligned assessments that support and inform standards-based instruction through use of online tools, formative assessments, and Common Assignments.*
- *Tiered Levels of Support:*
- *For 1 hour/ day, one of the Certificated Tutor .375 FTE (mentioned in Action #1 above), will implement a math intervention program for grade 4- 6 students significantly below grade level on the Interim Assessment .*
- *Extra salaries for teachers to offer after-school tutoring in math in grades K-6.*
- *Extra salaries for instructional aides/classified to support intervention and extra support for students.*
- *Graphics to support instruction through anchor charts, reusable graphic organizers, and other related mathcharts.*
- *Testing administrations supported with district snack program*
- *Incentives for students for achievement in math*

SMART Goals

Math Target 1 - By June 2018, 40% of students in grades 3-6 will score meets or exceeds standards on the SBAC Math assessment.

Math Target 2 - By June 2018, 80% of Storey Kindergarten students will demonstrate mastery as measured by the KAIG Math assessment.

Math Target 3 - By Interim 2 Assessment administration, 50% of students in grades 1 - 6 will score meets or exceeds standards on the Interim assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Monitoring Math Target 1 - By June 2018, 40% of students in grades 3-6 will score meets or exceeds standards on the SBAC Math assessment.

- See monitoring outlined in targets 2 and 3 below for specifics leading to outcomes on SBAC

Owner(s):

Lead Teachers/ILT, AC Teams, VPs, Principal

Timeline:

June 2018

Details: Explain the data which will specially monitor progress toward each indicator target

Monitoring Math Target 2 - By June 2018, 80% of Storey Kindergarten students will demonstrate mastery as measured by the KAIG Math assessment.

- Review of quarterly KAIG Math assessments with AC teams and individual teachers to determine strengths and areas to reteach, and to identify students for intervention in math

Owner(s):

K Lead Teacher, K AC Team, VPs, Principal

Timeline:

Quarters 1, 2, and 3

Details: Explain the data which will specially monitor progress toward each indicator target

Monitoring Math Target 3 - By Interim 2 Assessment administration, 50% of students in grades 1 - 6 will score meets or exceeds standards on the Interim assessment.

- Interim Assessment results in math will be monitored and analyzed after the fall and spring administration of these assessments
- Data chats with teachers and AC teams will address deficits and areas to reteach as a whole, and individual student needs

Owner(s):

Lead Teachers/ILT, AC Teams, VPs, Principal

Timeline:

Fall and Spring administration of Interim Assessment

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Newsletters monthly with updates on programs*
- *letters to parents for intervention and results*
- *parent-teacher conferences for all students and SST's as needed to develop plans for students not responding to intervention*
- *parent workshops showing use of EduText and Parent Portal*
- *all actions above supported with funds for refreshments, graphics, babysitting, and materials/supplies*
- *Kindergarten outreach and assessment day prior to opening of school*

Describe Related Professional Learning:

- Professional Learning on using the adopted materials while integrating collaborative conversations and structures appropriate for math
- Professional learning on the 5E's model for math instruction as seen in the adopted materials and to support past professional learning offered at district level in math
- Professional Learning on ways to incorporate the Mathematical Practices fully and consistently

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *Intervention Teacher 1.0 FTE will implement technology-based math fluency tutoring for grades 4-6. Tier 2 Intervention to utilize adopted program online component which is responsive to students' individual needs.*
- *Tiered Levels of Support:*
- *For 1 hour/ day, one of the Certificated Tutor .375 FTE (mentioned in Action #1 above), will implement a math intervention program for grade 4- 6 students significantly below grade level on the Interim Assessment .*
- *Extra salaries for teachers to offer after-school tutoring in math in grades K-6.*
- *Extra salaries for instructional aides/classified to support intervention and extra support for students.*
- *Materials and supplies to support math instruction.*
- *Technology to support math instruction.*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- The gap between overall scores in math and EL students' math scores is significant. While our overall scores are 30.7% met/exceeded standards, only 8.3% of our EL's met/exceeded standards in math overall. The gap is not as wide in third grade, but beginning in 4th grade and throughout the intermediate grades, EL students lag far behind their native English-speaking counterparts.
- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention Teacher
- Technology-supported math intervention for EL students not meeting standards in grades 4-6 in math

- *Graphics to support instruction through anchor charts, reusable graphic organizers, and other related math charts.*
- *Testing administrations supported with district snack program*
- *Incentives, rewards, or incentive field trips for students for achievement in math*

Storey Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Instructional Aide supplemental support math, ELA, & ELD, Goal 2	$	663.00
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to support math & integrated literacy	$	6,279.00
2	1	Sup & Conc	Instruction	Direct-Food Services (Dr)				Direct Food Services to support testing	$	1,000.00
								Total	$	7,942.00

Action # 3

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
863 - EL's attaining English proficiency in less than five years	31.67	35	Reading and Beyond
917 - EL's Re-designated	23.08	28	Imagine Learning
863 - EL's attaining English proficiency in less than five years	31.67	35	California Teaching Fellows Foundation

○ New-Action	◉ On-going	**Reasoning:**	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

English Learners - To reach our goal that English Learners will be redesignated no later than their fifth year in school, Storey will implement a combination of tiered levels of support combined with frequent check points and responses to students who are not demonstrating expected growth in ELD standards:

- *Implement designated ELD and integrated ELD daily with all EL students, TK-6*
- *Close Reading Sequence daily in K-6 to include reading complex text, writing, listening and speaking utilzing the adopted curriculum*
- *Implement ELPAC Camp after school, teacher supplemental contracts and contracts for assistants/classified will support this camp for EL's to prepare them for the ELPAC*
- *EL after school homework help for all EL's in grade 4-6 through a contract with Reading and Beyond*
- *EL tutoring through Teaching Fellows as needed in grades 1-6*
- *EL tutoring for EL students in grades 3-6 who are not advancing at least one level per year on the EL standards using online adaptive programs such as Imagine Learning*
- *Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year on the EL standards, or who are not showing progress in literacy*
- *ELPAC administration substitutes*
- *Materials and supplies provided to support EL program*
- *Public awards and incentives presented to EL students as they re-designate*
- *Re-designation educational study trip at the end of the year for all students re-designated during the year*

SMART Goals

By June 2018, at least 35% of Storey EL students attain English proficiency in less than 5 years, as measured by the redesignation requirements/multiple measures.

By June 2018, a minimum of 28% of Storey English Learners will be redesignated as measured by the redesignation requirements/multiple measures.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• ELPAC data on redesignation and growth in reading, writing, listening, and speaking	Lead Teachers/ILT, AC Teams, VP 1	ELPAC monitoring - April 2018 administration

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• BAS/DRP for EL's - minimum levels reached	Lead Teachers/ILT, AC Teams, VP 1	Quarterly BAS for grades K-1 DRP fall and spring administration

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• Interim Assessments reviewed twice per year - monitor minimum levels and growth for all EL's	Lead Teachers/ILT, AC Teams, VP 2	Fall and spring Interim assessment results

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• Progress monitoring of EL's in intervention groups every 8 weeks - Common Assignment performance and growth	Lead Teachers/ILT, AC Teams, VP 1	October 15, 2017 December 10, 2017 March 15, 2018 May 20, 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Home School Liaison to support our Spanish-speaking parents*
- *EL support informational meetings and translating for parents*
- *Translated communications in writing and via School Messenger about school events, testing, opportunities for students and parents*
- *Ongoing support of parent ELD classes and Parent University on Storey campus*
- *Translated parent classes on use of Parent Portal and EduText*

Describe Related Professional Learning:

- *Professional learning focused on ELD – Designated and Integrated, and on practices that support EL's such as text reconstruction and use of the ELA/ELD Frameworks*
- *ELD Camp training for teachers and assistants*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *ELD Camp to be held after school with dinner or on a Saturday to prepare students for the ELPAC with extra-pay contracts for teachers and para-professionals*
- *EL after-school tutoring through Reading and Beyond*
- *EL tutoring through Teaching Fellows as needed for EL's in grades 1-6*
- *EL reward field trip for all EL's redesignated during the year*
- *Materials and supplies to support ELD instruction and English Learners*
- *Technology to support English Learners and to support intervention for EL's*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Storey English Learners are being redesignated at a rate that is within the top 6 in the district, as shown in the SQII indicator # 917. This has reduced our LTEL's to 30 students this year, and projected down to approximately 14 students for 2017-18. We will continue our focus on wide, close reading of complex text using a wide variety of collaborative conversation structures to continue this success while fine-tuning our knowledge and use of practices for EL students.

Storey Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Teacher Subs to plan CCSS in Reading, ELD, & Math; peer observation, SST, IEP, data chat	$ 10,460.00
3	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental planning CCSS ELA, ELD, Math, Goal 2, intervention Teacher	$ 10,658.00
3	2	LCFF: EL	Instruction	Other Classified-Supplemental				Classified supplemental parent participation (babysitting)	$ 2,411.00
3	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Extra Time				Classified Extra Time interpreting for parents	$ 680.00
3	1	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies to support ELD, ELA, math, Goal 2, incentives for academics, attendance, & behavior	$ 7,345.00
3	1	LCFF: EL	Parent Participation	Materials & Supplies				Materials & supplies to support parent participation including refreshments	$ 3,000.00
3	1	LCFF: EL	Instruction	Sub-agreements for Services			Reading and Beyond	Reading & Beyond: Homework support for EL	$ 3,257.00
3	1	LCFF: EL	Instruction	Direct Transportation (Dr)				Transportation EL redesignation reward during 2017-18 school year	$ 3,000.00
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors	$ 3,600.00
3	1	LCFF: EL	Parent Participation	Direct-Food Services (Dr)				Direct Food Service to provide refreshments for mtgs.	$ 200.00
								Total	$ 44,611.00

Action # 4

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	96.68	98	
48 - Attendance rate	95.71	96.5	
4849 - Truancy rate	26.01	20	
5942 - Chronic absenteeism rate	11.65	9.5	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Engagement and Attendance - All students in grades TK-6 will engage in Goal 2 activities to foster a strong connection to school, meaningful peer and adult relationships, and improved attendance at school. In addition to a full range of athletics and extra-curricular, two six-week sessions of enrichment will be offered to students to engage them in science, technology, engineering, arts, music, cultural activities, leadership clubs and athletics. Attendance will be monitored monthly and interventions including strategic leveraging of Goal 2 activities, connecting with peer attendance buddies, and teacher and staff outreach to both students and parents. Attendance incentives and supports for both individuals and classrooms will continue.

- *Continue Storey Power Clubs focused on STEAM+ Athletics, Leadership, Cross-cultural elements (Science, Technology, Engineering, Arts, and Music + Athletics, Leadership, Cultural) for all students K-6 to ensure students are fully engaged in school, and to give students venues to build relationships with positive adult role models in non-academic settings*
- *Implement full offering of sports for boys and girls and Special Ed students including football, basketball, volleyball, softball, cross country*
- *Special Olympics events throughout the year for Special Education students*
- *A wide variety of extra-curricular engagements are offered including Peach Blossom, Spelling Bee, Drama Club, Student Council, Student Leadership, band, strings, choir, after-school program Reading and Beyond, 4th grade recorders, Recycling Teams, Special Olympics Club, Robotics, Animation, Coding Club, Gardening Club, Knitting Club, Basket Weaving Club, Drawing and Arts Clubs, Hands-on Science Club, Mazes and Math Clubs, and other topics addressing STEAM+ areas.*
- *Monitoring attendance to ensure interventions for all students with poor attendance, involvement in Goal 2, and a connection with a peer - "Attendance Buddy."*
- *HSL and Special Friends outreach to parents and students*
- *Teacher outreach to students and parents via postcards, phone calls, and notes home.*
- *Tiered levels of support:*
- *Attendance interventions through Home School Liaison contracts and home visits, A2A conferences with principal, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with principal*
- *Assign "meaningful jobs" to students at-risk for a positive connection to adults and school*

SMART Goals

By June 2018, 98% of Storey TK-6 students will be engaged in at least one Goal 2 activity.

By June 2018, 90% of high-risk grade 4-6 students identified as having two areas (attendance, academic performance, behavior) at risk will be involved in at least TWO activities to connect them more closely to school.

By end of Q1, Q2, Q3, and Q4, attendance rate will maintain an average of 96.5% or higher as measured by ATLAS attendance rate.

By June 2018, the truancy rate will be reduced to 20% or lower as measured by ATLAS attendance rate.

By June 2018, the chronic absenteeism rate will be reduced to 9.5% or lower as measured by the ATLAS chronic absenteeism rate.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• Quarterly monitoring of Engagements tab	VP2, ILT	Quarterly monitor engagements tab
• Quarterly monitoring of Engagements SQII indicator to monitor subgroups and to identify students/groups not participating in engagements	Office Assistant/VP2/Lead Teachers	SQII Engagements - Subgroups
• Monthly monitoring of attendance rate, with report to principal	Office Assistant/Principal	Monthly attendance rate - ATLAS

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• Monitor at-risk students and those disproportionally represented to ensure engagement at school quarterly	Office Assistant, VP2, ILT	Quarterly monitor engagements tab, attendance, behavior, and academics of high-risk students

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Communication to parents about school rules, events, and opportunities for engagement provided through the Parent Handbook distributed to all families at the beginning of the year, or when registered
- Communication to parents about clubs sessions and athletics dates and for clubs selection
- Materials, supplies, and babysitting provided, if needed for events and programs
- Consider Parent Art Docent program to involve parents in arts in the classroom
- Invitations to events, performances, plays, and concerts will be translated and sent home with all students, including 5th Grade Living Wax Museum and 6th Grade Science Night
- Home School Liaison to support parent contact and translation for at-risk students
- Parent outreach and A2A conferences with principal
- materials and supplies for parent A2A meetings and associated outreach
- postage for teacher to student and teacher to parent outreach notes

Describe Related Professional Learning:

- Social Emotional individualized supports for teachers and classrooms with lower attendance rates to support building a positive climate and culture in the classroom.
- differentiated PL, as needed

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Instruction in activities and coaching in athletics for all TK-6 students
- Materials and supplies to support clubs, athletics, arts, and activities
- Graphics to support implementation and advertisement of Goal 2 activities
- Technology to support Goal 2 and STEM topics in clubs
- Supplemental/Extra pay contracts for classified employees to offer a wide array of choices for student engagement
- Maintenance for playground and fields used by clubs

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Use of HSL for parent communication with parents of English Learners
- none specified, all students are engaged in Goal 2 activities

- *Incentives and awards for engagement for students in a wide array of activities*
- *Special Friends for students identified as at-risk to teach social skills and problem-solving skills, monitor attendance*
- *Classroom and individual incentives for attendance*
- *Materials and supplies for goal-setting and monitoring attendance with students*

Storey Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		Outreach and interpreting for parents	$ 11,932.00
4	2	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Child Aide	0.3750		Special Friends: student outreach & teach Social Skills	$ 9,265.00
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Supplemental				Classified supplemental for engagement, Goal 2	$ 663.00
4	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage for HSL Home Visit	$ 150.00
4	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics (ie print awards, posters, visual aides etc.)	$ 200.00
4	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Maintenance of tech, equipment, & school	$ 300.00
4	1	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)				Graphics for parent handbooks	$ 1,232.00
4	2	Sup & Conc	Parent Participation	Local Mileage				Mileage for student & parent engagement	$ 150.00
								Total	$ 23,892.00

Action # 5

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	4.93	3.9	
7132 - Elementary students self-management survey results for questions 1-9	71.7	80	
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	71.05	80	
7133 - Elementary students growth mindset survey results for questions 10-13	65.93	80	
7134 - Elementary students self-efficacy survey results for questions 14-17	57.12	80	

○ New-Action	⦿ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Behavior and Growth Mindset/Student Survey - To support students staying on target to graduate with positive behavior, schoolwide common practices will continue based on research-based district adopted programs to address social skills, schoolwide safety and civility, and bully prevention. Tiered levels of support include social skills training through Special Friends and additional time for School Psychologist, and frequent identification and response for red zone students. To continue our work on Growth Mindset and Efficacy with students, we will base professional learning and class meetings on practices recommended in the Restorative Practices trainings being held in 2016-17. Emotional Intelligence Topics that will be addressed in both follow-up training and in class meetings: Self Awareness, Self Management, Social Awareness, and Relationship Management. Positive Discipline professional learning will also be continued. High risk students with any combination of two of the following will be involved in meaningful jobs and work with RP Coach: all D's/F's, poor attendance, office referrals and/or suspensions.

- *All classrooms hold Class Meetings weekly, grades TK-6*
- *School wide implementation of Second Step TK-6 to teach social skills, self-monitoring skills, and other non-cognitive skills*
- *School wide Safe and Civil procedures for common areas and classrooms will be implemented in all classrooms and by all stakeholders*
- *Quarterly behavior incentives in grades K-6 for students with positive behavior for the quarter including treats, incentive field trips, and events-supported by ASB funds*
- *Tiered levels of support:*
- *Special Friends program for students in grades K-2 to teach social skills*
- *Social skills training or counseling provided for (red zone) at-risk students provided by additional time (0.10 FTE) School Psychologist*
- *Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status*
- *Restorative Practices Coach (2 days per week, district-funded) for Tier 3 students, to work with teachers in classrooms, and to develop a games center in our Gathering Area at recess*
- *Assign "meaningful jobs" to students at-risk for a positive connection to school and adults at school*
- *Special Olympics club helpers will help our Special Education students in our FS and OI FS classrooms to develop empathy and compassion*

SMART Goals

By June 2018, our out of school suspension rate will be decreased to 3.9% or less.

By June 2018, Social Awareness and Self-Management constructs within the student survey will show at least 80% of students responding positively.

By June 2018, a minimum of 80% of students will score positively on the growth mindset survey questions on the student survey.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• Monthly monitoring of suspension and office referral data to identify at-risk students	VP, ILT	monthly
• Quarterly monitoring of D's and F's	VP, Lead Teachers/ILT	quarterly
• Quarterly monitoring of Engagements	VP/ILT	quarterly
• Weekly monitoring of attendance	Office Assistant/Principal	weekly
• Monthly monitoring of IPG data, Tenet 1 - observations and feedback based on outcomes and growth	Principal/Leadership Team/ILT	monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Home School Liaison to support parent contact and translation for at-risk students*
- *Parent outreach with principal*
- *School to Home communication on developing a Growth Mindset, encouraging a Growth Mindset at home*

Describe Related Professional Learning:

- *Safe and Civil ongoing training*
- *Restorative Practices training and coaching support from Restorative Practices Coach (on site)*
- *Growth Mindset and Emotional Intelligence PL from DPI*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *Special Friends for students identified as at-risk to teach social skills and problem-solving skills, monitor academics and engagement*
- *School Psychologist, increase of one-half day per week .10 FTE, to meet with high-risk students and hold social skills groups with at-risk and high-risk students*
- *Incentives for behavior contracts, classroom incentives for attendance and academic performance*
- *Technology, materials and supplies to support instruction in Second Step, Restorative Practices, Emotional Intelligence, Growth Mindset and Olweus Anti-Bullying curriculum and related social emotional support materials*
- *Materials and supplies to support Growth Mindset*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- *Interventions listed in Actions 1-3 above*
- *Use of HSL for parent communication*
- *4th-6th grade EL students not reaching redesignation by mid-year CELDT results will be included in after-school tutoring*
- *As our data demonstrates, our students require encouragement and understanding of Growth Mindset.*

		Storey Budgeted Expenditures							
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Title 1 Basic	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.1000		Social Skills Training or counseling for at-risk students	$ 14,233.00
								Total	$ 14,233.00