

**Storey Elementary**

10621666111249

Principal's Name: Gia Picchi-Shirley

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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**



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Gia Picchi-Shirley	X				
2. Chairperson -Reuben Fairbanks				X	
3. Vice Chairperson- Rajwinder Kaur				X	
4. Stacey Bosh				X	
5. Alexis Hernandez				X	
6. Cecila Moreno				X	
7. Laura Avakian		X			
8. Lurdes Ortega		X			
9. Jeff Dorough		X			
10. Joanne Espinoza			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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	Gia Picchi-Shirley		3/25/19
SSC Chairperson	Rajwinder Kaur		3/25/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Storey - 0430

**ON-SITE ALLOCATION**

3010	Title I	\$82,720 *
7090	LCFF Supplemental & Concentration	\$343,753
7091	LCFF for English Learners	\$78,105
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$504,578</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,640
Remaining Title I funds are at the discretion of the School Site Council	\$80,080
Total Title I Allocation	\$82,720

## Storey Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	22.625 %	2.922 %	2017-2018	9.922 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	46.887 %	50.291 %	2017-2018	57.291 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	40.144 %	40.388 %	2017-2018	47.388 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Planning of CFA aligned to Essential Standards
- Close Reading strategies k-6
- Quarterly grade level planning days
- Data Chat conferences with analysis of interim and EL progress
- Professional Learning focus on Data Analysis
- Regional ILT- development of Accountable Communities utilizing data to target instructional needs
- Certificated tutors for RTI 1<sup>st</sup>- 6<sup>th</sup>
- Teaching Fellow push in support for grade 1/intervention
- Kinder intervention focus on foundational skills
- Awards Assemblies - Academic Recognition

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Planning of CFA aligned to Essential Standards
- Quarterly grade level planning days
- Data Chat conferences with analysis of interim and EL progress
- Professional Learning focus on Data Analysis
- Regional ILT- development of Accountable Communities utilizing data to target instructional needs

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Data pulled from the Power BI shows the following % for each subgroup:

- Students with Disabilities - 16.7% (9 students)
- African American - 35.3% (6 students)
- Asian - 61.5% (104 students)
- Hispanic/Latino - 44.4% (126 students)
- English Language Learners - 20.4% (21 students)
- Homeless 80% (4 students)
- Foster Youth 50% (3 students)

The significant subgroup with significant disproportionality is Students with Disabilities. The needs for this identified group are being supported through individual IEP's and targeted instruction.

Contributing key factors for student outcomes included:

- Integration of GVC and close read instructional practice
- Analysis of interim 1 to identify focus grade level standards for reaching and progress monitoring
- Grade level CFA analysis to identify student proficiency and identify common errors when reteaching
- Whole school RTI with Certificated Tutors to focus on gaps in literacy and grade level standards

- Certificated tutors for RTI 1<sup>st</sup>- 6<sup>th</sup>
- Teaching Fellow push in support for grade 1
- 4th-6th grade RTI for foundational math skill development
- Awards Assemblies - Academic Recognition

**EL Reclassification Rate (All grade levels)**

- ELPAC Redesignation Rates
- Interim 1 and 2 analysis to reflect EL student progress and identified structured supports
- Planning of CFA aligned to Essential Standards
- Close Reading strategies k-6
- Quarterly grade level planning days
- Data Chat conferences with analysis of interim and EL progress
- Professional Learning focus on Data Analysis
- Regional ILT- development of Accountable Communities utilizing data to target instructional needs
- Certificated tutors for RTI 1<sup>st</sup>- 6<sup>th</sup>
- Teaching Fellow push in support for grade 1
- Kinder intervention focus on foundational skills
- Awards Assemblies - Academic Recognition

- School wide iReady diagnostic tool to identify individual student needs for intervention

**SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Data pulled from the Core Index Matrix shows the following % for each subgroup:

- Students with Disabilities- 11.1% (6 students)
- African American - 29.4% (5 students)
- Asian - 49.1% (83 students)
- Hispanic/Latino - 34.5% (98 students)
- English Language Learners - 25.2% (26 students)
- Homeless 80% (4 students)
- Foster Youth 16.7% (1 students)

The significant subgroup with significant disproportionality is Students with Disabilities. The needs for this identified group are being supported through individual IEP's and targeted instruction.

Contributing key factors for student outcomes included:

- Integration of GVC and conceptual learning integration
- Analysis of interim 1 to identify focus grade level standards for reaching and progress monitoring
- Grade level CFA analysis to identify student proficiency and identify common errors when reteaching
- School wide iReady diagnostic tool to identify individual student needs for intervention

**EL Reclassification Rate (All grade levels)**

Contributing key factors for student outcomes included:

- ELD Integration of GVC and conceptual learning integration
- Analysis of interim 1 to identify focus grade level standards for reaching and progress monitoring
- Grade level CFA analysis to identify student proficiency and identify common errors when reteaching
- RFEP Monitoring 4 times a year

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Actions funded through Title One provide for parent interaction, education and knowledge of the instructional program and social/emotional supports for targeted student success. A site Home School Liaison provides parents with the ability to communicate needs and questions thereby providing parents the opportunity to connect with the school, staff and students. Parent input has reflected a continued need for HSL support.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Implement iReady diagnostic tool (Goal 1 & 2)
- Utilize two Certificated Tutors for grades 1st-6th vs. 3 Certificated Tutors (Goal 1 & 2)



**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

Our 2018-19 SPSA Goal in ELA and Math is to increase by 7%. Our interim 2 data indicates growth of 6.9% in ELA and 9.6% in Math as compared to Interim 2 last year.

Feedback suggested to Continue with Current Instructional Plan and Services

- Continue instructional program with GVC and Close Read Instruction
- Continue increase of Technology
- Exposure to Educational Experiences outside Storey. Such as: Kids Invent and Brick's for Kids

Budget Priorities to continue:

- Funding of Certificated Tutors for intervention support
- Increased psychologist time
- Kindergarten afterschool tutoring
- iReady Diagnostic Assessment

**2 ELAC:**

Feedback stated to continue with current services as ELAC stakeholders happy with current program.

- Intervention teacher
- Certificated tutors
- ELPAC assessors
- Babysitting for Parent ELD, & parent university
- Refreshments for parent trainings
- Homework/tutoring support
- Materials/supplies
- EL Awards Recognition

**3 Staff:**

Continue with Current instructional plan and services

- RTI (.375) 2 Certificated tutors
- Full time TSA for intervention integrated with Technology and Math
- Teaching Fellow to support Tier 2 intervention and ELA/ELD grade 1
- Continue to fund increased School psychologist time
- HSL (0.438) for parent outreach and interpreting
- Special Friends: student outreach & social skill development (.375)
- Resource aid: support instruction with materials orders, inventory & distribution (.438)
- Counseling for at-risk students or social skill training
- Sub release for teacher observation
- Sub release for teacher planning days
- Sub release for teachers to attend IEP/SST
- Additional grade level planning hours
- Conferences
- Materials and supplies
- Technology- upgrades/replacement/material
- Professional reading/ growth- book studies
- Clubs
- Supplemental contracts- certificated and classified
- ELPAC assessors
- Graphics
- Food for testing and PL training
- iReady Diagnostic Assessment

## Action 1

**Title:** ELA

### Action Details:

ELA- Storey will continue a tiered system of supports based on rigorous and complex text aligned to the IPG and responsive intervention through MTSS.

- Tier 1: Intervention tiers are embedded in the close reading strategy through implementation of GVC 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.
- Tier 2: Levels of support for struggling learners (identified through iReady, BAS, DRP, Interim, CFAs and teacher judgement) 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. Identified students will have priority for Kindergarten afterschool intervention and EL students in the ELD

afterschool program.

- Tier 3: 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.

Accountable Communities- Storey AC teams will continue their work around clarifying the essential learning for each unit, gaining clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, committing to providing students with the instruction and support to achieve the intended outcomes, giving every student access to essential learning. AC teams will continue to gain clarity and develop a criteria for success around quality of student work. AC teams will work collaboratively to create a series of common assignments and assessments that address specific standards students must achieve to be deemed proficient. Each team will use these formative assessments to improve and provide vital information to fuel their system of intervention through RTI and enrichment of instruction.

- Continue school wide integrated literacy, aligned with regional goals. Instruction will continue to focus on daily close reading with complex text, guaranteed viable curriculum (GVC), 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.
- Administrative Team Continuous cycle of review around Problem of Practice (Accountable Communities- 4 Grounding Questions)
- Administrative Team Instructional walks utilizing the IPG Data collection tool for calibration of team to provide ongoing feedback
- Alignment with Regional Team through continued focus on writing, ELA and Mathematics and continued PL and development of Accountable Communities
- 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: grade level deployment after 6 week cycles, CT intervention for RtI,
- 2 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 2018-19 administration. Tier 2 Intervention to include standards-based lessons using a preview/review model in six week cycles, measured by iReady, BAS and through formative standards-based assessments created for the intervention program.
- 3 Teaching Fellows to support Tier 2 intervention along side CTs 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.
- Professional Learning Conference/Travel opportunities as identified by FUSD and Sunnyside Region
- Professional Consulting to support Professional Learning opportunities for staff
- Testing administrations supported with district snack program
- Incentives for students for achievement in literacy
- Professional Learning book studies for ILT and staff

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Admin data chats quarterly with teachers grades K-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)
- DRP and Interim review of students meeting standards and nearly meeting standards
- iReady administration 2 times per year for monitoring and identification for tiered level of supports
- KAIG 1, 2, 3 review of students mastering and students nearly mastering
- Review intervention data with intervention team every 8 weeks, after each session to determine program effectiveness and to re-align or exit students in groups
- Interim Assessment review of students meeting standards and nearly meeting standards
- Ongoing formative assessments above in targets 1-3 address the monitoring and response building to this outcome
- Yearly calendared grade level plan of CFA within 6 week units. Calendar CFA's to include assessment and data reflection.

#### Owner(s):

Lead Teachers, AC Teams, VPs and Principal  
CFA's and grade level data analysis to be monitored by Admin and teachers

#### Timeline:

- KAIG end of Q1, 2, 3
- Interim and DRP reviews after fall and spring administrations
- Admin/Teacher Data Chats quarterly
- 6 week CFA data analysis - reflection through AC agendas and ILT

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 2 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.
- 3 Teaching Fellows to support Tier 2 intervention along side CTs 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
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text.

#### Specify enhanced services for EL students:

- 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 utilizing 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 after school support
- 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 GVC online curriculum
- 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

#### Specify enhanced services for low-performing student groups:

The identified low-performing groups are English Learners and Students with Disabilities.

Targeted supports for EL students will include:

- 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 utilizing 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 after school support
- 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 GVC online curriculum
- 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

Targeted supports with SPED will include:

- Monitoring of IEP goals
- Development and reflection of Behavior Goals to support student success within the classroom.
- Team building with Para's and classroom teacher to support understanding of individual student needs, supports and strategies.
- Continue SEL Professional Learning with all staff.

#### Explain the actions for Parent Involvement (required by Title I):

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- 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
- Quarterly SSC and ELAC meetings.
- English classes through Parent University for Spanish Speaking Parents

#### Describe Professional Learning related to this action:

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- 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 administrators 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
- Admin substitute coverage for PL, ILT, Conference, Data Chats, Grade Level Planning

## Action 2

Title: Math

#### Action Details:

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Math- Storey will continue a tiered system of support based on rigorous and complex mathematical instruction and strategies aligned to the IEP with responsive intervention through MTSS.

- Tier 1- To continue our positive and ongoing growth in Math, we will continue instruction based on Best Practices, implementation of GVC and supplemental supports, (GO Math), including consistent demonstration of the Mathematical Practices daily.
- Tier 2- Levels of support for struggling learners (identified through iReady, Interim, CFA and teacher judgement ) will be addressed through a combination of in class targeted supports in grades K-1, and targeted 6 week sessions of intervention with certificated tutors in grades 1-6, based common assessments and learning profiles. identified students will have priority for kindergarten afterschool intervention and EL students in the ELD afterschool program
- Tier 3- Students not demonstrating growth in two sessions of intervention will be brought to the team through the SST process to determine if non-identified RSP services are appropriate.

Accountable Communities- Storey AC teams will continue their work around clarifying the essential learning for each unit, gaining clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, committing to providing students with the instruction and support to achieve the intended outcomes, giving every student access to essential learning. AC teams will continue to gain clarity and develop a criteria for success around quality of student work. AC teams will work collaboratively to create a series of common assignments and assessments that address specific standards students must achieve to be deemed proficient. Each team will use these formative assessments to provide vital information to fuel their system of intervention through RtI and enrichment of instruction.

- 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.
- Administrative Team continues cycle of review around Problem of Practice (Accountable Communities- 4 Grounding Questions).
- Administrative Team calibration around Instructional Practice Guide (IPG) walks.
- Alignment with Regional Team through continued focus on writing, ELA and Mathematics and continued PL and development of Accountable Communities
- 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,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 math charts.
- Testing administrations supported with district snack program
- Incentives for students for achievement in math
- Professional Learning Conference/Travel opportunities as identified by FUSD and Sunnyside Region
- Professional Learning book studies for ILT and staff

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

#### Explain the Progress Monitoring and data used for this Action

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

- 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.
- 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):

Lead Teachers/ILT, AC teams, VPs, Principal

##### Timeline:

June 2019

##### 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, 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.
  - 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

##### Specify enhanced services for EL students:

- 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

##### Specify enhanced services for low-performing student groups:

The identified low-performing groups are English Learners and Students with Disabilities.

Targeted supports for EL students will include:

- 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
- EL after school homework help for all EL's in grade 4-6 through after school support
- 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 GVC online curriculum
- 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

Targeted supports with SPED will include:

- Monitoring of IEP goals
- Development and reflection of Behavior Goals to support student success within the classroom.
- Team building with Para's and classroom teacher to support understanding of individual student needs, supports and strategies.
- Continue SEL Professional Learning with all staff.

#### Explain the actions for Parent Involvement (required by Title I):

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- 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 Professional Learning related to this action:

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- Professional Learning on using the adopted materials while integrating collaborative conversations and structures appropriate for math
- Professional learning on the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate) 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
- Substitutes or supplemental contracts for peer observations, grade level planning days quarterly to develop Common Assignments and backwards map
- Admin substitute coverage for PL, ILT, Conference, Data Chats, Grade Level Planning

# 2019-2020 SPSA Budget Goal Subtotal

## State/Federal Dept 0430 Storey Elementary (Locked)

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for teachers to plan CCSS in ELA, ELD, & Math; peer observation, professional learning including conferences, SST, and student achievement conferences	11,177.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support tier 2 intervention with ELA	25,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teachers to plan CCSS in ELA, ELD, & Math; peer observation, professional learning including conferences, SST, IEP and student achievement conferences	33,528.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental for teachers: to plan CCSS in ELA, ELD, & math, tutor Tier 2 students, student engagement, student assessment	21,695.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Subscriptions or site licenses to support ELA, Math, or ELD	8,796.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies to support ELA, ELD, Math, engagements, incentives for academics, attendance, & behavior	63,080.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support ELA, ELD, Math, & Goal 2 participation	10,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel & Conferences for Professional Learning to support instruction	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of technology, equipment, building, and machines to support literacy and safe school environment	2,650.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks/food to support student learning or celebrations	600.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Substitutes for Admin: PL, ILT, Conferences, Student Achievement Conferences, Grade Level Planning	2,354.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375	Support materials ordering, inventory, and distribution to support instruction.	14,254.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3000	Tier 2 Literacy Intervention	33,061.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3000	Tier 2 Literacy Intervention	26,521.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0750	Tier 2 Literacy Intervention	8,264.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0750	Tier 2 Literacy Intervention	6,631.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental for teachers: to plan CCSS in ELA, ELD, & math, tutor Tier 2 students, student engagement, student assessment	12,053.00
G1A1	LCFF: EL	Instruction	Direct Trans			Transportation for EL redesignation	600.00

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Direct Trans			celebration	600.00
G1A1	LCFF: EL	Instruction	Direct-Other			Substitutes to administer ELPAC assessment	4,000.00
G1A1	LCFF: EL	Instructional Supervision & Admin	Crt Supr-Sub			Substitute Admin for PL, ILT, Student Achievement Conferences, Gr Level Planning	1,177.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology to support math, ELA, ELD, & participation	21,953.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.8000	Intervention Teacher (tier 2) ELA & Math	101,869.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Elementary	0.2000	Intervention Teacher (tier 2) ELA & Math	25,467.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support ELD, ELA, math, engagement, incentives for academics & attendance	11,750.00

**\$453,481.00**



**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	71.398 %	90.412 %	2017-2018	97.412 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

According to the 2018-19 Power BI report, there has been a 100% participation rate of Storey TK-6<sup>th</sup> grade students.

- Team Sports (football, volleyball, cross country, basketball, softball)
- Storey 6 week Power Clubs offered 2 times a year
- Field Trips
- Peach Blossom
- Spelling Bee
- Drama Club
- Student Council
- Student Leadership
- Band
- Strings
- Choir
- 4th grade recorders
- After-school program
- Recycling Teams
- Special Olympics Club
- Awards Assemblies - Recognition
- Grade Level Performances
- School-Wide Special Assemblies
- 5th grade Night at the Museum
- 6th grade Kid's Invent Science Night
- Family Fun Night (Fall and Spring)
- Weekly Class Meetings

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

*According to Power BI report, there are no significant disproportionality for any subgroups.*

- **African American - 100%**
- **Asian - 100%**
- **Foster Youth - 100%**
- **Hispanic/Latino - 100%**
- **Special Ed - 100%**
- **White - 100%**

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We continue to implement activities, programs, clubs and incentives to increase student engagement. Staff members continue to develop new ideas for student engagement opportunities.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Continue with Current Instructional Plan and Services

- Continue instructional program with Adopted Curriculum and Close Read Instruction
- Continued development of Technology
- Exposure to Educational Experiences outside Storey. Such as: Robotics, Science Fair, Brick's for Kids Mini camps

**2** ELAC:

Continue with current services

- intervention teacher
- Certificated tutors
- ELPAC assessors
- Babysitting for Parent ELD, & parent university
- Refreshments for parent trainings
- Homework/tutoring support
- Materials/supplies
- EL Awards Recognition

**3** Staff:

Continue with Current Instructional Plan and Services

- RiT (.375) 3 Certificated tutors- 2 Primary -Intermediate
- Full time TSA for intervention integrated with Technology and Math
- Teaching Fellow to support ELA/ELD grade 1
- HSL (0.438) for parent outreach and interpreting
- Special Friends: student outreach & social skill development (.375)
- Resource aid: support instruction with materials orders, inventory & distribution (.438)
- Counseling for at-risk students or social skill training
- Sub release for teacher observation
- Sub release for Teacher Planning Days
- 
- Additional grade level planning hours
- Conferences
- Materials and supplies
- Technology- upgrades/replacement/material
- Professional reading/ growth- Book studies
- Clubs
- Supplemental contracts- certificated and classified
- ELPAC assessors
- Graphics
- Food for testing and PL training

## Action 1

**Title:** Student Engagement & Attendance

### Action Details:

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 in grades 5 and 6
- A wide variety of extra-curricular engagements are offered including Peach Blossom, Spelling Bee, Drama Club, Kind Kids Club, Student Council, Student Leadership, band, strings, choir, after-school program California Teaching Fellows Foundation, 4th Grade Recorders, Recycling Teams, Special Olympics Club, Robotics, Animation, Coding Club, Gardening Club, Cooking 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, Special Friends, Restorative Practice Counselor outreach to parents and students
- Teacher outreach to students and parents via postcards, phone calls, conferences, 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
- Quarterly Perfect Attendance Recognition with certificates and bike drawings

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

- Quarterly monitoring of Engagements tab
- Quarterly monitoring of Engagements using Atlas tools to monitor subgroups and to identify students/groups not participating in engagements
- Monthly monitoring of attendance rate with report to admin team

#### Owner(s):

VPs, ILT  
Office Assistant/VPs, Lead Teachers  
Office Assistant/Admin Team

#### Timeline:

Quarterly monitor engagements tab  
Atlas Reports

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

- Monitor at-risk students and those disproportionately represented to ensure engagement at school quarterly

#### Owner(s):

Office Assistant/VPs, ILT

#### Timeline:

Quarterly monitor engagements tab, attendance, behavior, and academics of high-risk students

### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Instruction in activities for all TK-6 students
- Coaching in athletics for 4-6 students within district organized sports programs
- 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
- Incentives and awards for engagement for students in a wide array of activities
- Special Friends/Restorative Practice Counselor 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

#### Specify enhanced services for EL students:

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- Use of HSL for parent communication with parents of English Learners
- None specified, all students are engaged in Goal 2 activities
- Quarterly SSC and ELAC meetings will be held. Topics will include presentations on current attendance data

#### Explain the actions for Parent Involvement (required by Title I):

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- 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
- Fall and Spring Family Fun Night events

#### Specify enhanced services for low-performing student groups:

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There is no disproportionality within subgroups for student participation.

#### Describe Professional Learning related to this action:

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- 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

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Ins Aide-Ext			Extra Time: Instructional Aide support student/parent engagement, intervention, assessment	625.00
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified supplemental Instructional Aide support student/parent engagement, intervention, assessment	374.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental: classified Instructional Aide support student/parent engagement, intervention, assessment	1,249.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support school culture and learning	400.00
G2A1	Sup & Conc	Parent Participation	Local Mileag			Mileage for student and parent participation	50.00
G2A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage: HSL outreach to support parent communication & engagement	100.00
G2A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental: classified provide babysitting for parent participation	3,121.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Supplemental: HSL extra time: EL student/parent engagement	1,042.00

**\$6,961.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 3rd Grade**

Field Trip

- Fresno Art Museum
- River Center

School

- Bricks for Kids (2 times)

**Exposure to Careers - 4th Grade**

Field Trip

- Monterey Bay Aquarium
- Friant Water Authority

School

- 4th grade Link Up Concert
- Philharmonic Performance

**Exposure to Careers - 6th Grade**

Field Trip

- 6th grade camp
- Terronez/Sunnyside Music Concert
- Fresno City College
- Terronez Kick Off and Enrollment

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 3rd Grade**

There was no disproportionality found within any subgroup

**Exposure to Careers - 4th Grade**

There was no disproportionality found within any subgroup

**Exposure to Careers - 6th Grade**

There was no disproportionality found within any subgroup

School

- Science: Kids Invent
- Student Body
- Philharmonic Performance

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No Changes

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Continue with Current Instructional Plan and Services

- Continue instructional program with Adopted Curriculum and Close Read Instruction
- Continued development of Technology
- Exposure to Educational Experiences outside Storey. Such as: Robotics, Science Fair, Brick's for Kids Mini camps

**2** ELAC:

Continue with current services

- intervention teacher
- Certificated tutors
- ELPAC assessors
- Babysitting for Parent ELD, & parent university
- Refreshments for parent trainings
- Homework/tutoring support
- Materials/supplies
- EL Awards Recognition

**3** Staff:

Continue with Current Instructional Plan and Services

- RTI (.375) 2 Certificated tutors- 2 Primary -Intermediate
- Full time TSA for intervention integrated with Technology and Math
- Teaching Fellow to support ELA/ELD grade 1
- HSL (0.438) for parent outreach and interpreting
- Special Friends: student outreach & social skill development (.375)
- Resource aid: support instruction with materials orders, inventory & distribution (.438)
- Counseling for at-risk students or social skill training
- Sub release for teacher observation
- Sub release for Teacher Planning Days
- Additional grade level planning hours
- Conferences
- Materials and supplies
- Technology- upgrades/replacement/material
- Professional reading/ growth- Book studies

- Clubs
- Supplemental contracts- certificated and classified
- ELPAC assessors
- Graphics
- Food for testing and PL training
- Kindergarten Pre-Assessment Supplemental Contract

## Action 1

**Title:** Character Counts

### Action Details:

Storey will promote and support the ongoing development of ideals of understanding and responsible citizenship and positive character. Character Counts and the Storey yearly theme will develop and promote positive school climate for students through a "culture of kindness", thereby making our school a safe environment for all students to learn while developing the growth mindset in all stakeholders. Storey will continue to develop students understanding and demonstrate student ownership of the 6 pillars of character through yearly, monthly and daily school wide activities. Through these ongoing experiences throughout the year, students and stakeholders will exemplify the character traits that will support their social emotional needs as well as their academic success. This will be supported through;

- Teacher launch of school wide theme to promote character traits and Growth Mindset
- Restorative Practices Professional Learning
- Character Counts Week
- Monthly Character Counts Pillar Recognition with pillar focus
- Kindness Week
- Red Ribbon Week
- Read Across America Week
- Student of the Month/ Spartan Lunch with Principal
- Outstanding Behavior Quarterly Recognition
- Kind Kids Club
- Peace Makers
- Mindfulness Club
- School Wide Jobs
- Golden Links
- Super Spartans
- Golden Tickets
- Pennies for Patients
- Kids Day Volunteering
- Resignation Field Trip
- FUSD provided Career Ready Field Trips/Career Assemblies
- Goal 2 Field Trips
- Don't Laugh at Me Bullying Prevention Assembly (Sunnyside High)
- Student Council
- Peach Blossom
- Spelling Bee
- Class Meetings
- 2X10 outreach quarterly (with Staff and NTA's)
- Monthly Student/teacher luncheons with 2nd grade teachers SEL outreach/connections



Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

- Monthly monitoring of behavior entries in ATLAS
- Office Referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development

#### Owner(s):

- Admin Team
- Admin Team/School Climate/Culture Team
- Admin Team/School Climate/Culture Team

#### Timeline:

- Monthly
- Weekly (Admin) Monthly (C/C team)
- Quarterly

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Calendar of Character Counts Pillar trait monthly emphasis
- Calendar of all week long events with committee focus for ongoing growth in character and citizenship
- Positive Class Recognition & incentives through "Golden Links"
- Positive Individual Recognition & incentives through "Golden Tickets", Super Spartan, Student of the month
- Assemblies for Social Emotion- Learning Don't Laugh at Me Bullying Prevention
- Restorative Circles
- Incentives for Positive behavior, classroom incentives, engagement activities
- "Spartan with Right Attitude" weekly recognition
- 2X10 outreach quarterly (teachers and NTA's)

#### Specify enhanced services for EL students:

- Use of HSL for parent communication with parents of English Learners
- Outreach through school and HSL to increase participation
- None specified, all students will engage in development of ideals of understanding and responsible citizenship and positive character
- Quarterly ELAC and SSC meetings to include Social Emotional focus and activities and learning provided for student growth

#### Explain the actions for Parent Involvement (required by Title I):

- Home School Liaison to support parent contact and translation
- Parent Outreach with Admin Team
- Information distribution through School Messenger, Flyers, newsletters, monthly calendars, and marquee
- School to Home Communication on developing Character Counts traits and Growth Mindset encouraging the connection between home and school
- Parent English Classes, ELAC, and SSC meetings to increase parent involvement and awareness of school climate and culture focus

#### Specify enhanced services for low-performing student groups:

Due to direct link of increased misbehaviors with foster youth (data pulled from Power BI and site data collection), the following things will continue to be implement

- Strategic and regular "check-in/check-out" with Tier 2 students with admin and identified staff
- RPC scheduled meetings with Identified Tier 2 students
- Expedite SST/BSP process to gather information with newly enrolled foster youth to support transition and success within Storey community
- Continue ongoing PL with SEL for Staff awareness and increase with SEL strategies
- Continue PL with Book Study for SEL awareness (Culturally Responsive Teaching & the Brain)

#### Describe Professional Learning related to this action:

- School Climate & Culture ongoing training
- Restorative Practices Training and coaching support from RP Coach (on site)
- Social Emotional Learning training and coaching from RP Coach, BLT Team, School Psychologist, Admin Team
- Continue Growth Mindset and Emotional Intelligence PL for staff
- Continue PL with Book Study for SEL awareness (Culturally Responsive Teaching & the Brain)

**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	8.853 %	11.161 %	2017-2018	9.161 %
Suspensions Per 100	1.593 %	2.928 %	2017-2018	1.928 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

The chronic absenteeism rate of Storey is below the district average. Key factors supporting the current rate can be contributed to:

- Positive connections with staff and students
- Attendance Clerk and HSL consistently reaching out to families to monitor student absenteeism
- CWA support
- Incentives for attendance
- Goal 2 Field Trips
- College/ Career Readiness
- A2A meetings with Principal
- Parent meetings
- Awards Assemblies
- School Wide Engagements (See Goal 3)
- 2 By 10 Opportunities for student/staff connections

**Suspensions Per 100**

Analysis of key factors that have contributed to the performance outcomes have included:

- Weekly class meetings school wide
- Special Friends
- Restorative Circles
- Additional School Psychologist counseling support (site funded)
- Clubs
- Positive Incentives

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

Data pulled from the Power BI and California Dashboard shows the following % for significant subgroup:

- African American (enrollment 48) - 22.9%
- Hispanic/Latino (enrollment 559) - 12.8%
- Students with Disabilities (enrollment 131) - 23.7%
- Foster Youth (enrollment 15)- 6.7%
- Socioeconomically Disadvantaged (enrollment 977) - 10.8%

The subgroup with significant disproportionality is our Students with Disabilities and African American subgroups. Continued Social Emotional training through site PL, Restoratives Practice coach and Book studies to develop stakeholders understanding and connections students and school. Outreach to parents and guardians to support student connectedness to school. Develop opportunities for RP Coach to provided check-in sessions with identified students for connectedness outside classroom.

**Suspensions Per 100**

Data pulled from the Core Index Matrix shows the following % for significant subgroup:

- African American (enrollment 48)- 2.0%
- Hispanic/Latino (enrollment 559) - 1.5%
- Asian (enrollment 339) - .5%
- White (enrollment 60) - 2.0%
- Students with Disabilities (enrollment 131) - .7%
- Foster Youth (enrollment 15) - 13.3%
- Socioeconomically Disadvantaged (enrollment 977) - 1.1%

The subgroup with significant disproportionality is Foster Youth. Continue to create opportunities for student connectedness through RP coach circle opportunities, SEL site training of teacher connections outreach to parents and guardians to support student connectedness to school. Home School Liaison outreach to

foster families for engagement opportunities.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Increased enrollment of foster youth. There was a focus on provided supports for student transition to "Storey Way and Expectations" for student success. Professional learning targeted SEL training for staff. Actual implementation of budget expenditures were implemented. Based on current data, increased RP coach "check-ins" for foster youth supports.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Actions funded through Title 1 provided for parent interaction, education and knowledge of Social/Emotional supports, Character Counts development and instructional program supports for targeted student success. A site Home School Liaison provides parents with the ability to communicate needs and questions thereby providing parents the opportunity to connect with the school, staff and students. With coordination of RP Coach develop additional opportunities for teacher/student connections for relationship building

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Continue with Current Instructional Plan and Services

- Continue instructional program with Adopted Curriculum and Close Read Instruction
- Continued development of Technology
- Exposure to Educational Experiences outside Storey. Such as: Robotics, Science Fair, Brick's for Kids Mini camps

**2** ELAC:

Continue with current services

- Intervention teacher
- Certificated tutors
- ELPAC assessors
- Babysitting for Parent ELD, & parent university
- Refreshments for parent trainings
- Homework/tutoring support
- Materials/supplies
- EL Awards Recognition

**3** Staff:

Continue with Current Instructional Plan and Services

- Rtl (.375) 2 Certificated tutors- Primary and Intermediate
- Full time TSA for intervention integrated with Technology and Math
- Teaching Fellow to support ELA/ELD grade 1
- HSL (0.438) for parent outreach and interpreting
- Special Friends: student outreach & social skill development (.375)
- Resource aid: support instruction with materials orders, inventory & distribution (.438)
- Counseling for at-risk students or social skill training
- Sub release for teacher observation
- Sub release for Teacher Planning Days
- Sub release for IEP and SST release
- Additional grade level planning hours
- Conferences
- Materials and supplies
- Technology- upgrades/replacement/material

- Professional reading/ growth- Book studies
- Clubs
- Supplemental contracts- certificated and classified
- ELPAC assessors
- Graphics
- Food for testing and PL training
- Kindergarten Pre-Assessment Supplemental Contract

## Action 1

**Title:** On Target to Graduate

### Action Details:

On Target to Graduate - To support students staying on target to graduate with positive behavior, school wide common practices will continue based on research-based district adopted programs to address social skills, school wide safety and civility, and bully prevention. Tiered levels of support include social skills training through Special Friends, RP Coach support 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 Restorative Practices training. 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.

- Continue implementation of MTSS - Year 2
- 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 Culture and Climate 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
- Paraprofessional, Instructional Aide support for at-risk students
- Special Olympics club helpers will help our Special Education students in our FS and OI FS classrooms to develop empathy and compassion

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

- Monthly monitoring of suspension and office referral data to identify at-risk students
- Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements
- Weekly monitoring of attendance
- Monthly monitoring of IPG data, Tenet 1 - observations and feedback based on outcomes and growth

Owner(s):

Admin Team, ILT  
Admin Team, Lead Teacher/ILT  
VPs/ILT/Climate Culture Team  
Office Assistant/Admin Team  
Admin Team/Leadership Team/ILT

Timeline:

Monthly  
Quarterly  
Quarterly  
Weekly  
Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- RP Coach supports for students identified in need of social/emotional skills and problem-solving skills development. Scheduled check-ins and support for monitoring student progress
- Strategic and regular "check-in/check-out" with Tier 2 students with admin and identified staff
- 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
- Recognition and incentives for perfect attendance thru quarterly drawings
- 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 enhanced services for EL students:

- Use of HSL for parent communication with parents of English Learners
- EL students not reaching redesignation by mid-year ELDA results will be included in after school tutoring

Specify enhanced services for low-performing student groups:

The subgroup with significant disproportionality is our Students with Disabilities and African American subgroups.

- Continued Social Emotional training through site PL, Restorative Practice coach and Book studies to develop stakeholders understanding and connections students and school.
- Outreach to parents and guardians to support student connectedness to school.
- Develop opportunities for RP Coach to provide check-in sessions with identified students for connectedness outside classroom.
- Strategic and regular "check-in/check-out" with Tier 2 students with admin and identified staff
- RPC scheduled meetings with Identified Tier 2 students
- Continue ongoing PL with SEL for Staff awareness and increase with SEL strategies
- Continue PL with Book Study for SEL awareness (Culturally Responsive Teaching & the Brain)

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

- Home School Liaison to support parent contact and translation for at-risk students
- Parent outreach with Admin Team
- School to Home communication on developing a Growth Mindset, encouraging a Growth Mindset at home
- School/Parent Handbook through Graphics for parent communication

Describe Professional Learning related to this action:

- School Climate & Culture ongoing training
- Restorative Practices training and coaching support from RP Coach (on site)
- Social Emotional Learning training and coaching support from RP Coach, BLT Team, School Psychologist, Admin Team
- Continue Growth Mindset and Emotional Intelligence PL for staff

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

## G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Child Aide	0.3750	Provide Social skills and work with at-risk students	9,760.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics for parent educational materials, handbooks, or communication	900.00
G4A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Home & school connection to support student achievement, attendance, & engagement	13,929.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	Provide students social skills support & work with at-risk & high risk  1022575 Lee, Nancy	15,547.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & supplies for parent participation, including refreshments	3,000.00
G4A1	LCFF: EL	Parent Participation	Direct-Food			Refreshments for parent participation	1,000.00

**\$44,136.00**

# 2019-2020 Budget for SPSA/School Site Council

## State/Federal Dept 0430 Storey Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for teachers to plan CCSS in ELA, ELD, & Math; peer observation, professional learning including conferences, SST, and student achievement conferences	11,177.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support tier 2 intervention with ELA	25,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teachers to plan CCSS in ELA, ELD, & Math; peer observation, professional learning including conferences, SST, IEP and student achievement conferences	33,528.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental for teachers: to plan CCSS in ELA, ELD, & math, tutor Tier 2 students, student engagement, student assessment	21,695.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Subscriptions or site licenses to support ELA, Math, or ELD	8,796.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies to support ELA, ELD, Math, engagements, incentives for academics, attendance, & behavior	63,080.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support ELA, ELD, Math, & Goal 2 participation	10,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel & Conferences for Professional Learning to support instruction	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of technology, equipment, building, and machines to support literacy and safe school environment	2,650.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks/food to support student learning or celebrations	600.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Substitutes for Admin: PL, ILT, Conferences, Student Achievement Conferences, Grade Level Planning	2,354.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375	Support materials ordering, inventory, and distribution to support instruction.	14,254.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3000	Tier 2 Literacy Intervention	33,061.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3000	Tier 2 Literacy Intervention	26,521.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0750	Tier 2 Literacy Intervention	8,264.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0750	Tier 2 Literacy Intervention	6,631.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental for teachers: to plan CCSS in ELA, ELD, & math, tutor Tier 2 students, student engagement, student assessment	12,053.00
G1A1	LCFF: EL	Instruction	Direct Trans			Transportation for EL redesignation celebration	600.00
G1A1	LCFF: EL	Instruction	Direct-Other			Substitutes to administer ELPAC assessment	4,000.00
G1A1	LCFF: EL	Instructional Supervision & Admir	Crt Supr-Sub			Substitute Admin for PL, ILT, Student Achievement Conferences, Gr Level Planning	1,177.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology to support math, ELA, ELD, & participation	21,953.00

G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.8000	Intervention Teacher (tier 2) ELA & Math	101,869.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Elementary	0.2000	Intervention Teacher (tier 2) ELA & Math	25,467.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support ELD, ELA, math, engagement, incentives for academics & attendance	11,750.00
G2A1	Sup & Conc	Instruction	Ins Aide-Ext			Extra Time: Instructional Aide support student/parent engagement, intervention, assessment	625.00
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified supplemental Instructional Aide support student/parent engagement, intervention, assessment	374.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental: classified Instructional Aide support student/parent engagement, intervention, assessment	1,249.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support school culture and learning	400.00
G2A1	Sup & Conc	Parent Participation	Local Mileag			Mileage for student and parent participation	50.00
G2A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage: HSL outreach to support parent communication & engagement	100.00
G2A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental: classified provide babysitting for parent participation	3,121.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Supplemental: HSL extra time: EL student/parent engagement	1,042.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Child Aide	0.3750	Provide Social skills and work with at-risk students	9,760.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics for parent educational materials, handbooks, or communication	900.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Home & school connection to support student achievement, attendance, & engagement	13,929.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	Provide students social skills support & work with at-risk & high risk 1022575 Lee, Nancy	15,547.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & supplies for parent participation, including refreshments	3,000.00
G4A1	LCFF: EL	Parent Participation	Direct-Food			Refreshments for parent participation	1,000.00

\$504,578.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$82,720.00
Sup & Conc	7090	\$343,753.00
LCFF: EL	7091	\$78,105.00
<b>Grand Total</b>		<b>\$504,578.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$453,481.00
G2 - All students will engage in arts, activities, and athletics	\$6,961.00
G4 - All students will stay in school on target to graduate	\$44,136.00
<b>Grand Total</b>	<b>\$504,578.00</b>