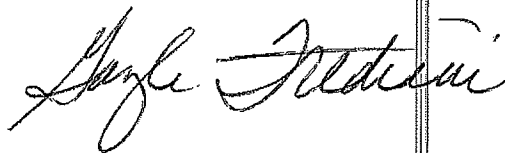


Storey Elementary School

10621666111249

Principal's Name: Gayle Frediani

Principal's Signature:

A handwritten signature in cursive script, appearing to read "Gayle Frediani".

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
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B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
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E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	40/66	48.21 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	54/68	30.17 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	52/68	49.19 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	15/68	46.36 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	42/68	19.72 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	41/67	2.3 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	37/67	29.89 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 1</p>	<p><i>Detail the action:</i> To reach our goal of all students reading by 3rd grade, Storey will implement 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 in 2016-17, based on a micro model developed and tested in 2015-16. 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.</p> <ul style="list-style-type: none"> • Continue school wide integrated literacy, aligned with both regional and Community of Practice focus on daily close reading with complex text, talk, and standards-aligned writing task in grades 1-6 all year, and beginning no later than Q3 in kindergarten. • Foundational, language, and grammar skills taught through active mini-lessons and taken to application immediately through text and writing. • Intervention Teacher 1.0 FTE in co-teaching model to coach teachers and 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: • 2 Certificated Tutors .30 FTE each, implement a comprehensive reading/writing intervention program for students significantly below grade level on the DIA and KAIG for grades 1-6 based on EOY 2015-16 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 in grade 1 classrooms. 		

	<ul style="list-style-type: none"> • <i>After-school tutoring for students in grades K-6 significantly below grade level on KAIG, DIA 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.</i> • <i>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 and topics covered during current instruction.</i> • <i>Kindergarten Outreach and Assessment day prior to opening of school to assess students, meet parents</i> • <i>Purchase technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy.</i> • <i>Purchase subscriptions and site licenses to digital text sources to support use of complex text.</i> • <i>Resource Lab Assistant .4375 FTE to support materials ordering, inventory and distribution to support instruction.</i> • <i>Extra salaries for instructional aides/classified to support intervention and extra support for students.</i> • <i>Graphics to support instruction through anchor charts</i> • <i>Testing administrations supported with district snack program</i> • <i>Incentives for students for achievement in literacy</i> 		
<p><i>SQII Element: 6033 Reading by Third Grade</i></p>	<p><i>SQII Sub-element(s): Disproportionality</i></p>	<p><i>Site Growth Target:38.21</i></p>	<p><i>Vendor (contracted services) Teaching Fellows - 3</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>		
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> • <i>The #/% of K-3 students not reading on grade level (SQII 6033) will decrease by 10% (target 38.21% and 111 students) by EOY 2017.</i> • <i>The Spring 2017 administration of the DRP/BAS will show a minimum 10% increase (target 46%) in students scoring at/above grade level as compared to Fall 2016 administration.</i> • <i>The 2017 EOY KAIG administration will show a 10% increase (target 53.55% or 33 students) in EL students mastering ELA standards and a 10% increase (target 56.7% or 72 students) in all students. (related SQII 5889) Kindergarten BAS administration Q4 will show a 10% increase over 2016 administration.</i> • <i>The 2017 EOY BAS 1st grade administration will show a 10% increase (target 88.8% or 114 students) in students meeting/exceeding level G.(related SQII 5890)</i> • <i>DIA EOY 2017 administration will show 10% growth from DIA1 to DIA2 on ELA subtest in grades 1-6.</i> • <i>First grade students will show a minimum of 20 points growth on the BPST (Basic Phonics Skills Test) from Q1-Q4 2016-17 administration, and a minimum of 20 points growth on the Spelling Inventory from Q1-Q4 administration.</i> 			

	<i>Owner(s)</i>	<i>Timeline</i>
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>DRP administrations 3 times per year, with EL and EO performance comparisons, one additional administration in November to inform growth, site expense</i> • <i>KAIG Qly with BAS testing beginning no later than Q3 for all K students</i> • <i>BAS administration Qly in grade 1</i> • <i>DIA administration per district assessment calendar</i> • <i>BPST and Spelling Inventory administration in grade 1 quarterly</i> • <i>Intervention data review for each 6 week period to include BPST, Spelling Inventory and standards-aligned common assessment.</i> • <i>Walk-through data on Community of Practice indicators: complex text, aligned tasks, DOK level</i> • <i>Data chats (DRP, DIA, KAIG, BAS, CELDT) with administrator 2 times per year</i> • <i>Quarterly Common Assignments aligned with Scope and Sequence, TK-6</i> 	<p><i>Principal and VP1</i></p> <p><i>Principal</i></p> <p><i>Principal</i></p> <p><i>VP2</i></p> <p><i>VP2</i></p> <p><i>Principal, Int. Tchr and CT's</i></p> <p><i>Principal</i></p> <p><i>Principal</i></p> <p><i>Principal, Lead Teachers</i></p>	<ul style="list-style-type: none"> • <i>DRP Fall, mid year, and spring following district calendar</i> • <i>KAIG Qly/BAS Q3-K</i> • <i>BAS Qly grade 1</i> • <i>DIA calendar</i> • <i>BPST and Spelling Inventory Qly gr 1</i> • <i>Intervention data review 10/7, 12/9, 3/10, 5/19/17</i> • <i>CoP indicator review monthly.</i> • <i>Data chats fall and spring</i> • <i>Common assignments Qly</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Newsletters monthly with updates on programs</i> • <i>letters to parents for intervention and results</i> • <i>parent-teacher conferences for all students and SST's as needed to develop plans for students not responding to intervention</i> • <i>parent workshops showing foundational skills for grades TK-1, and reading/annotating for grades 2-6, use of EduText and Parent Portal</i> • <i>digital literacy presentation for parents showing research projects developed by students</i> • <i>all actions above supported with funds for refreshments, graphics, babysitting, and materials/supplies</i> • <i>Kindergarten outreach and assessment day prior to opening of school</i> 		
<p><i>Describe related professional learning:</i></p>		

- Continued PL on increasing DOK and use of inquiry model in the classroom, aligning questions to standards and increasing DOK of questions
 - Coaching through our Community of Practice Instructional Coaches on use of Close Reading with complex text and aligning tasks to standards and higher DOK levels
 - PL for teachers engaging in an action research using peer tutoring
 - 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):*
- Intervention Teacher 1.0 FTE for Integrated/Digital Literacy co-teaching in classrooms “push in”
 - 2 Certificated Tutors .30 FTE each for intervention for 1-6 grade literacy
 - Extra time for classified/aides to support tutoring
 - 3 Teaching Fellows for grade 1 support in foundational skills
 - after-school tutoring for students K-6 in ELA utilizing both traditional and peer-tutoring models in trial classrooms to compare with traditional tutoring
 - classroom materials, supplies, and graphics to support instruction
 - technology to support digital literacy model
 - incentives for students for growth on DIA and DRP/BAS/KAIG
- Specify additional targeted actions for EL students:*
- Designated ELD time and Integrated ELD for all EL students
 - 50% of each Certificated Tutor time devoted to EL students
 - Please see targeted actions in Action 2 and 3 below for comprehensive list of targeted actions for EL students

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			\$13,130
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750			\$32,790
1	1	Sup & Conc	Instruction	Instr Aide-Extra Time Salaries				Instructional Aide Extra Time (student assess, intervention)	\$1,566

1	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows (2)	\$15,298
1	1	EL	Parent Participation	Materials & Supplies				Support parent meetings and workshops (ie. Parent ELD, Parent University)	\$3,500
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Materials and supplies (non capitalized equipment)	\$6,153
								Total	\$72,437

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 2	<p><i>Detail the action:</i> 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:</p> <ul style="list-style-type: none"> • 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 • Implement CELDT Camp after school or on a Saturday within first 3 weeks of school, teacher supplemental contracts and contracts for assistants/classified will support this camp for EL's to prepare them for the CELDT • EL after school homework help for all EL's in grade 4-6 through a contract with Reading and Beyond • EL tutoring for EL students in grades 3-6 who are not demonstrating adequate progress in classroom assessments and ELD standards • CELDT 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 		
	<p><i>SQII Element:</i> 6338 EL Redesignation</p>	<p><i>SQII Sub-element(s):</i> 4-Continuously Enrolled Redesignation Rate</p>	<p><i>Site Growth Target:</i> 53.21</p>

<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context
<p>Write a SMART Goal to address each data point:</p> <ul style="list-style-type: none"> EL students continuously enrolled for five years will show a 10% increase in #/% redesignated as measured by CELDT 2016 and multiple measure criteria (target 53.21% and 51 students) #/% of EL students meeting re-designation criteria on CELDT will increase 20% overall as measured by 2016 administration. #/% of EL students meeting grade level criteria on BAS, DRP and DIA will increase 20% overall as measured by Q4 2017 administration. EL students in targeted intervention groups will show an increase of 20% on DIA ELA – reading, writing, listening, and speaking standards when comparing DIA 1 to DIA 2 2016-17. EL students in targeted intervention groups will show an increase of 7 points per quarter on the BPST and Spelling Inventory (grade 1) and on Common Standards-based assignments as measured quarterly 2016-17. 			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> CELDT data on redesignation and growth BAS/DRP for EL's – minimum levels reached DIA twice per year – monitor minimum levels reached for all EL's Progress monitoring of EL's in intervention groups every six weeks – Common Assignment performance and growth 	<p>Owner(s)</p> <p>VP1</p> <p>VP1</p> <p>VP2</p> <p>Principal, Int Tchr, CT's</p>	<p>Timeline</p> <ul style="list-style-type: none"> Jan 2017 CELDT monitoring Quarterly BAS/DRP DIA1 / 2 calendar Intervention monitoring 10/7, 12/9, 3/10, 5/19/17 	
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> 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 			
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> Professional learning focused on ELD – Designated and Integrated, and continued learning through our CoP on accessing complex text through close reading and student discourse ELD Camp training for teachers and assistants 			
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> ELD Camp to be held after school with dinner or on a Saturday to prepare students for the CELDT with extra-pay contracts for teachers and para-professionals EL after-school tutoring through Reading and Beyond EL reward field trip for all EL's redesignated during the year 			

Specify additional targeted actions for EL students:
N/A

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute for teacher planning ELD CCSS, Data Chats, SST, Professional Learning	\$1,144
2	1	EL	Instruction	Direct Transportation (Dr)				Redesignated EL reward for 2015-2016	\$3,000
Total									\$4,144

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3		<p><i>Detail the action:</i> To reach our goal that English Learners will demonstrate expected growth on the most recent academic and language assessments, Storey will implement tiered levels of support based on students' academic needs including a schoolwide focus on close reading with complex text and rigorous discourse, enrichment in digital literacy, targeted intervention in ELA, and after school tutoring in ELA/ELD and Math:</p> <ul style="list-style-type: none"> • 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 • Focus on academic discourse throughout the day using proven discourse structures • Intervention Teacher, Certificated Tutors and Teaching Fellows (see Action 1) to support integrated literacy and intervention with EL students, target English Learners in academic and language proficiency (ELA and ELD standards) • Technology to support integrated literacy and digital literacy/research practices for EL students • After school tutoring in ELA/ELD/Math for EL students in grades K-6 • Supplemental/Extra pay contracts for assistants/classified to support instruction to EL's after school • Substitutes for EL Data Chats with administrator (one of two during the year) 				

<p><i>SQII Element:</i> 6017 EL Growth Academic and Language</p>	<p><i>SQII Sub-element(s):</i> 1-English Proficiency Growth</p>	<p><i>Site Growth</i> Target: 59.19</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> • EL students will show a 10% growth in #/% meeting growth criteria as measured by multiple measure criteria (target 59.19 or 123 students) by EOY 2017. • #/% of EL students meeting re-designation criteria on CELDT will increase 20% overall as measured by Fall 2016 administration. • #/% of EL students meeting grade level criteria on BAS, DRP and DIA (ELA and Math) will increase 20% overall as measured by Q4 2017 administration. • EL students in targeted intervention groups will show an increase of 20% on DIA ELA – reading, writing, listening, and speaking standards when comparing DIA 1 to DIA 2 2016-17. • EL students in targeted intervention groups will show an increase of 7 points per quarter on the BPST and Spelling Inventory (grade 1) and on Common Standards-based assignments as measured quarterly 2016-17. • EL students in after-school math intervention groups will show an increase of 20% on DIA2 Math in 2017. 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • CELDT data on redesignation and growth • • BAS/DRP for EL's – minimum levels reached • DIA twice per year – minimum levels reached • Progress monitoring of EL's in intervention groups every six weeks – Common Assignment performance and growth 		<p><i>Owner(s)</i></p> <p>VP1</p> <p>VP1</p> <p>VP2</p> <p>Int, Tchr/CT's, Principal</p>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Jan '17 CELDT Data chats with teachers • Qly BAS/DRP monitor • DIA1 / 2 monitoring • 10/7, 12/9, 3/10, 5/19
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Home School Liaison to support translating for parents, teachers, and administrators, and for EL parent outreach • Graphics, food, babysitting, and materials and supplies to support parent meetings, ELD parent classes, and outreach • Translated communication, including monthly newsletters and other communications, and translated School Messenger transmissions 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Professional learning in ELD, both integrated and designated • Professional learning in ELD standards and ELA/ELD framework • Professional learning in language practices and discourse to support EL students 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • 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 			

- *Intervention Teacher, Certificated Tutors and Teaching Fellows (see Action 1) to support integrated literacy and intervention with EL students, target English Learners in academic and language proficiency (ELA and ELD standards)*
- *Technology, graphics, materials, and supplies to support integrated literacy and digital literacy/research practices and mathematics for EL students*
- *After school tutoring in Homework Support/ELA/ELD/Math for EL students in grades K-6*

Specify additional targeted actions for EL students:

N/A

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Teacher- Regular Salaries	Tutor	0.3750			\$32,790
3	1	EL	Instruction	Teacher- Substitute Salaries				Sub for teacher planning CCSS ELD lessons, Professional Learning	\$12,339
3	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$3,600
3	1	EL	Instruction	Materials & Supplies				Materials and supplies to support EL literacy	\$11,775
3	1	EL	Instruction	Sub- agreements for Services			Reading and Beyond	Afterschool homework support for EL	\$2,968
3	1	EL	Instruction	Sub- agreements for Services			Teaching Fellows	Teaching Fellow (1)	\$7,246
Total									\$70,718

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
	Action # 4	Detail the action: To support students staying on target to graduate with positive behavior, strong academics, and good attendance, schoolwide common practices will continue based on research-based district adopted programs to address social				

<p><i>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, attendance incentives and supports, and frequent identification and response for red zone students.</i></p> <ul style="list-style-type: none"> • <i>All classrooms hold Class Meetings weekly, grades TK-6</i> • <i>School wide implementation of Second Step TK-6 to teach social skills, self-monitoring skills, and other non-cognitive skills</i> • <i>School wide Safe and Civil procedures for common areas and classrooms will be implemented in all classrooms and by all stakeholders</i> • <i>Quarterly behavior incentive assemblies in grades 1-4 will be held for students with positive behavior for the quarter-supported by ASB funds</i> • <i>Quarterly behavior incentive events for students in grades 5-6 including treats, incentive field trips, and events-supported by ASB funds</i> • <i>Attendance incentives for 100% classroom attendance using our Storey ATTENDANCE chart to earn class rewards</i> • <i>Tiered levels of support:</i> • <i>All interventions from Actions 1-3 above for academic support and homework help</i> • <i>Special Friends program for students in grades K-2 to teach social skills</i> • <i>Social skills training or counseling provided for (red zone) at-risk students provided by additional time (0.10 FTE) School Psychologist</i> • <i>Attendance interventions through use of Home School Liaison contacts and home visits, A2A conferences with principal, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, students attendance meetings with principal</i> • <i>Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status</i> • <i>Consider Peer Mediation and Adult Mentors for Tier 3 students, possibly utilizing the new Gathering Area</i> • <i>Assign “meaningful jobs” to students at-risk for a positive connection to school and adults at school</i> • <i>Special Olympics club helpers will help our Special Education students in our FS and OI FS classrooms to develop empathy and compassion</i> 			
<p><i>SQII Element: 6381 Middle School Readiness</i></p>		<p><i>SQII Sub-element(s): EIS Green Zone Rate</i></p>	
<p><input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Site Growth Target: 56.36</i></p>	
<p><input type="checkbox"/> <i>Reasoning:</i></p>		<p><input type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> • <i>#/% of students identified as being in the EIS green zone will increase by a minimum of 10% to 56.36% or 383 students by EOY 2017.</i> • <i>Attendance rate overall will improve by .5 percentage points comparing 2017 EOY to 2016 prior.</i> 			

<ul style="list-style-type: none"> • #/% of students below grade level in ELA in grades 2-6 as measured by DRP and DIA and SBAC in grades 3-6 will decrease by 10% by EOY 2017. • #/% of students below grade level in ELA in grade 1 as measured by DIA and BAS 2016-17 will decrease by 10%. • #/% of students below grade level in ELA in K as measured by KAIG and BAS will decrease by 10% in EOY 2017. • Suspension rate EOY 2017 will decrease by 10% of total as compared to EOY 2016. • 100% of students identified as at-risk (EIS red zone) will have appropriate interventions for attendance, behavior, and academics as measured by site-maintained matrix monitored quarterly 2016-17 by VP's. 		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Monthly monitoring of attendance rate, with report to principal • Monthly monitoring of students in the chronic and manageable zones in attendance • Quarterly monitoring of KAIG, BAS for students below grade level • Six week monitoring of students in intervention • Monthly monitoring of suspension rate • Monthly monitoring of EIS Matrix to ensure all red zone students' needs are intervened 	<p><i>Owner(s)</i></p> <p>Principal & Office VP2</p> <p>Principal</p> <p>CT's/Principal VP2</p> <p>VP2/School Psych</p>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Monthly attendance, suspensions, and interventions • Quarterly monitoring of KAIG/BAS • 10/7, 12/9, 3/10, 5/19 • Monthly suspensions • Monthly EIS matrix monitor/response
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Home School Liaison to support parent contact and translation for at-risk students • Parent outreach and A2A conferences with principal 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Safe and Civil ongoing training 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • 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 • Maintenance funds to install a Fully Inclusive Gathering Area in which all students, Orthopedically Impaired and ambulatory, may interact • Incentives for behavior contracts, classroom incentives for attendance and academic performance • Technology, materials and supplies to support instruction in Second Step and Olweus Anti-Bullying curriculum and related social emotional support materials 		
<p><i>Specify additional targeted actions for EL students:</i></p>		

- 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 and will be monitored on the EIIS Matrix

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Child Aide	0.3750			\$8,990
4	2	Title 1 Basic	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.1000			\$14,001
4	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.6700			\$75,280
4	2	EL	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.3300			\$37,079
4	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental (ie planning CCSS, clubs, intervention)	\$14,529
4	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute for teacher planning CCSS, Data chats, SST, Professional Learning	\$15,994
4	2	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies to support literacy, positive behavior, good attendance	\$34,389
4	2	Sup & Conc	Instruction	Non Capitalized Equipment				Materials & Supplies (non capitalized equipment)	\$15,000
4	2	Sup & Conc	Instruction	Direct-Food Services (Dr)				Direct Food Services to support testing	\$1,000

4	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics (ie award certificates, printing)	\$200
4	2	Sup & Conc	Instruction	Books & Other Reference				Subscription Scholastic News/Scholastic Reader	\$4,000
								Total	\$220,462

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p><i>Detail the action:</i> Students with chronic absenteeism will improve their attendance in 2016-17 through a system of monitoring and response involving parents and students. Interventions include leveraging goal 2 activities, connecting with peer attendance buddies, and teacher and staff outreach.</p> <ul style="list-style-type: none"> Monitoring on EIIS Matrix at site 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, notes home 		
	<p><i>SQII Element:</i> 5959 Chronic Absenteeism</p> <p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>	<p><i>SQII Sub-element(s):</i> Attendance Growth</p> <p>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	<p><i>Site Growth</i> Target: 29.72</p>
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> #/% of students with chronic absenteeism will improve their attendance by EOY 2017 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Monthly monitoring of chronically absent students Monitoring on EIIS Matrix at site to ensure interventions for all students with poor attendance, involvement in Goal 2, and a connection with a peer– “Attendance Buddy” Special Friends check in with chronically absent students weekly and extending to bi-monthly 		<p><i>Owner(s)</i></p> <p>Principal/Office</p> <p>VP2</p> <p>VP 2 and Special Friends classified</p>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> Monthly attendance Monthly monitoring of EIIS Matrix, attendance Monthly monitoring Special Friends check-ins

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

- HSL communication and interpretation/translation
- Materials and supplies for parent meetings, A2A meetings

Describe related professional learning:

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Materials and supplies to support student attendance
- Incentives for students for improved attendance

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$11,576
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Supplemental				Classified Support Supplement	\$704
Total									\$12,280

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<p><i>Detail the action:</i> All students in grades TK-6 will engage in Goal 2 activities to foster a strong connection to school and meaningful peer and adult relationships 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, and athletics.</p> <ul style="list-style-type: none"> • Continue Storey Power Clubs focused on STEAM + Athletics elements (Science, Technology, Engineering, Arts, and Music + Athletics) 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 		

		<ul style="list-style-type: none"> • <i>Special Olympics events throughout the year for Special Education students</i> • <i>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, after-school EL Homework support, 4th grade recorders, Recycling Teams, Special Olympics Club</i> 		
<i>SQII Element:</i> 5944 Student Engagement		<i>SQII Sub-element(s):</i> 3-Disproportionality	<i>Site Growth</i> Target:19.89	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
Write a SMART Goal to address each data point: <ul style="list-style-type: none"> • <i>#/% of students not engaged in Goal 2 Engagements EOY 2017 will decrease by 10% compared to EOY 2016.</i> 				
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • <i>Quarterly monitoring of Engagements tab</i> • <i>Monitor at-risk students and those disproportionately represented to ensure engagement at school quarterly</i> 		<i>Owner(s)</i> VP2	<i>Timeline</i> <ul style="list-style-type: none"> • <i>Quarterly monitor engagements tab</i> 	
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> • <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</i> • <i>Communication to parents about clubs sessions and athletics dates</i> • <i>Materials, supplies, and babysitting provided, if needed for events and programs</i> • <i>Consider Parent Art Docent program to involve parents in arts in the classroom</i> • <i>Invitations to events, performances, plays, and concerts will be translated and sent home with all students</i> 				
Describe related professional learning:				
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): <ul style="list-style-type: none"> • <i>Instruction in activities and coaching in athletics for all TK-6 students</i> • <i>Materials and supplies to support clubs, athletics, arts, and activities</i> • <i>Graphics to support implementation and advertisement of Goal 2 activities</i> • <i>Supplemental/Extra pay contracts for classified employees to offer a wide array of choices for student engagement</i> • <i>Maintenance for playground remodel to create Gathering Area accessible to ALL students, including OI</i> • <i>Incentives and awards for engagement for students in a wide array of activities</i> 				

<i>Specify additional targeted actions for EL students:</i>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	EL	Instruction	Other Classified-Supplemental				Classified supplemental (babysitting)	\$2,935
6	3	EL	Attendance & Social Work Services	Classified Support-Extra Time				Interpreting for parents	\$678
6	3	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Installation of a fully inclusive gathering area for all students; Maintenance of technology, equipment, & school buildings	\$16,000
6	3	Sup & Conc	Attendance & Social Work Services	Local Mileage				Home visits	\$300
6	3	EL	Parent Participation	Direct-Food Services (Dr)				Refreshments for parent meetings	\$200
6	3	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)				Direct Graphics (parent participation)	\$1,232
Total									\$21,345

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Storey - 0430

ON-SITE ALLOCATION

3010	Title I	\$71,076 *
7090	LCFF Supplemental & Concentration	\$212,200
7091	LCFF for English Learners	\$118,110
		\$401,386
TOTAL 2016/17 ON-SITE ALLOCATION		\$401,386

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,546
Remaining Title I funds are at the discretion of the School Site Council	\$69,530
Total Title I Allocation	\$71,076

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 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	Nc-Equipment			Materials and supplies (non capitalized equipment)	6,153.00
1	1	Title 1 Basic	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.438		13,130.00
1	1	Sup & Conc	Instruction	Ins Aide-Ext			Instructional Aide Extra Time (student assess, intervention)	1,566.00
1	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows (2)	15,298.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375		32,790.00
1	1	EL	Parent Participation	Mat & Supp			Support parent meetings and workshops (ie. Parent ELD, Parent University)	3,500.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Substitute for teacher planning ELD CCSS, Data Chats, SST, Professional Learning	1,144.00
2	1	EL	Instruction	Direct Trans			Redesignated EL reward for 2015-2016	3,000.00
3	1	EL	Instruction	Teacher-Regu	Tutor	0.375		32,790.00
3	1	EL	Instruction	Teacher-Subs			Sub for teacher planning CCSS ELD lessons, Professional Learning	12,339.00
3	1	EL	Instruction	Mat & Supp			Materials and supplies to support EL literacy	11,775.00
3	1	EL	Instruction	Subagreements			Teaching Fellows : Teaching Fellow (1)	7,246.00
3	1	EL	Instruction	Subagreements			Reading and Beyond : Afterschool homework support for EL	2,968.00
3	1	EL	Instruction	Direct-Other			CELDT Assessors	3,600.00
4	2	Title 1 Basic	Instruction	Teacher-Subs			Substitute for teacher planning CCSS, Data chats, SST, Professional Learning	15,994.00
4	2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Child Aide	0.375		8,990.00
4	2	Title 1 Basic	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.100		14,001.00
4	2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental (ie planning CCSS, clubs, intervention)	14,529.00
4	2	Sup & Conc	Instruction	Bks & Ref			Subscription Scholastic News/Scholastic Reader	4,000.00
4	2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support literacy, positive behavior, good attendance	34,389.00
4	2	Sup & Conc	Instruction	Nc-Equipment			Materials & Supplies (non capitalized equipment)	15,000.00
4	2	Sup & Conc	Instruction	Direct-Graph			Graphics (ie award certificates, printing)	200.00
4	2	Sup & Conc	Instruction	Direct-Food			Direct Food Services to support testing	1,000.00
4	2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.670		75,280.00
4	2	EL	Instruction	Teacher-Regu	Teacher, Elementary	0.330		37,079.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		11,576.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified Support Supplement	704.00
6	3	Title 1 Basic	Parent Participation	Direct-Graph			Direct Graphics (parent participation)	1,232.00
6	3	Sup & Conc	Instruction	Direct-Maint			Installation of a fully inclusive gathering area for all students; Maintenance of technology, equipment, & school buildings	16,000.00
6	3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Home visits	300.00
6	3	EL	Instruction	Oth Cls-Supp			Classified supplemental (babysitting)	2,935.00

6	3	EL	Parent Participation	Direct-Food	Refreshments for parent meetings	200.00
6	3	EL	Attendance & Social Work Service	Cls Sup-Ext	Interpreting for parents	678.00
						\$401,386.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,076.00
Sup & Conc	7090	\$212,200.00
EL	7091	\$118,110.00
Grand Total		\$401,386.00

Domain Totals	Budget Totals
Academic	\$147,299.00
Culture & Climate	\$21,345.00
Social/Emotional	\$232,742.00
Grand Total	\$401,386.00

E.1. Assurances


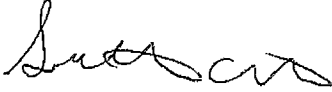
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. 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. Vice Chairperson - Patricia Alvarez				X	
4. Secretary - Lurdes Ortega		X			
5. Secretary - Laura Avakian		X			
6. Open Position		X			
7. Joanne Espinosa			X		
8. Carol DeLeon				X	
9. Jensen Vang				X	
10. Sita Arunson				X	
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Storey			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Gayle Frediani		3/29/16
SSC Chairperson	Samantha Oviedo		3/16/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws