Storey Elementary

10621666006068

Principal's Name: Gia Picchi-Shirley

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

School Site Council

School Site Council List	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Member Name					
1. Principal - Gia Picchi-Shirley	X				
2. Chairperson -Estephanie Hernandez				X	
3. Alexander Blair				X	
4. Nelson Dibie				X	
5. Angelica Guzman				X	
6. Amy Xiong				X	
7. Laura Avakian		X			
8. Kelley Paul		X			
9. Enedina Viveros		X			
10. Joanne Espinoza			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
x ELAC voted to consolidate with the SSC. Date 2/28/24_____ .

Required Signatures

School Name: Storey Elementary			
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Gia Picchi-Shirley	*(signature)*	3/20/24
SSC Chairperson	Angelica Guzman	*(signature)*	3/20/2024

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Storey - 0430

ON-SITE ALLOCATION

3010	Title I	$59,805 *
7090	LCFF Supplemental & Concentration	$191,483
7091	LCFF for English Learners	$50,112

TOTAL 2024/25 ON-SITE ALLOCATION   **$301,400**

*	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	$1,772
	Remaining Title I funds are at the discretion of the School Site Council	$58,033
	Total Title I Allocation	$59,805

January 24, 2024

Storey Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	0 pts	0.9 pts	2023-2024	3.9 pts
SBAC ELA - percentage of students met/exceeded standard	✔	49.19 %	52.8 %	2023-2024	53.9 %
SBAC Math - Average distance from standard	✔	0 pts	-15.8 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✔	40.46 %	46.5 %	2023-2024	47.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

iReady ELA D2 On Level

- Continued planning and calendaring of CFA/IAB/FIAB aligned to Essential Standards and targets
- Planning of reteaching instruction from iReady Diagnostic 1 for benchmark assessment
- Planning of reteaching instruction from iReady Diagnostic 2 for data assessment
- Close Reading Strategies K-6
- Quarterly Grade Level Planning Days with support of Instructional Coach
- BOY Data Analysis and Goal setting conferences utilizing D1 (and SBAC 3rd-6th) to plan instruction and target student needs
- Supplemental contracts for PLCs for instructional planning
- ILT Data Analysis of iReady and EL progress utilizing data to target instructional needs
- Individual/PLC Data Chat Conferences with analysis of iReady, IAB/FIAB(3rd-6th) and EL Progress
- Professional Learning on deconstruction of standards and backward mapping
- Professional Learning on understanding of Write Tools and schoolwide implementation
- Continued Professional Learning Focus: Data Analysis, Cultural Proficiency, MTSS, Instructional

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

SBAC ELA 3-6 - Meets or Exceeds Standards

Data pulled for SPSA Power BI shows overall 52.8% students Meets or Exceeds Standards (305 students total)

Data pulled shows the following for each subgroup:

- Students with Disabilities - 17.2 % (45 students total)
- African American – 54.5 % (11 students total)
- Hispanic – 49.3% (151 students total)
- Asian – 55.4% (119 students total)
- English Learners – 31.7% (63 students total)
- Social-Economically Disadvantaged – 47.6% (240 students total)

The significant subgroups with significant disproportionality are Students with Disabilities and English Learners. The needs for these identified subgroups will be supported through EL monitoring and individual IEP's with targeted instruction.

Strategies (Math/ELA)

- Professional Learning for Pre-School-1st grade with Sunnyside Regional Literacy Plan
- Site Professional Learning to support district alignment of PLC+
- Regional ILT-Professional Learning around PLC+ to support lead teachers with strategies/structures leading grade level teams
- Regional ILT- Continued development with Professional Learning Communities around utilizing data to target instructional need and regional focus
- Regional ILT Literacy Project- Regional Professional Learning focus on Disciplinary Learning (Vertical Lens TK-12)
- Reading Specialist for Tier 2 RtI 1st-6th (Slated to be Regional Literacy Plan funded but will be site funded if not through Literacy Plan)
- District funded Literacy Coach to support Teacher Development and instruction
- Teaching Fellows pull out support in Tier 2 RtI
- Kindergarten After School Intervention for Foundational Skills
- Awards Assemblies/Incentives – iReady Growth Recognition
- Kindergarten Awards/Recognition for mastery of foundational skills and sight words

iReady Math D2 On Level

- Continue Professional Learning with SWUN MLD in grades 5th and 6th (Yr. 3) and grades 3rd and 4th (Yr. 2)
- Planning of CFA/FIAB aligned to Essential Standards and targets
- Quarterly Grade Level Planning Days
- BOY Data Analysis and Goal setting conferences utilizing D1 (and SBAC 3rd-6th) to plan instruction and target student needs
- Data Chat Conferences of iReady, IAB(3rd-6th) and EL Progress
- Professional Learning Focus on Data Analysis, Claims and Targets, backward mapping, Cultural Proficiency, MTSS, Instructional Strategies (math/ELA)
- Academic Instructional Coach support with PL, PLC and coaching cycles
- Regional ILT- Continued development of Professional Learning Communities utilizing data to target instructional needs
- Regional ILT-Professional Learning around PLC+ to support lead teachers with strategies/structures leading grade level teams
- Regional Literacy Project - Regional Professional Learning focus on Disciplinary Learning (Vertical Articulation Lens TK-12th)
- Awards Assemblies- Academic Recognition and incentives
- Awards- iReady Growth Recognition incentives
- Kindergarten Awards/Recognition for mastery of math facts
- 1st-6th Awards/Recognition of Mastery/fluency of math facts

English Learner (EL) Reclassification (All Grade Levels)

- Monitoring of EL progress
- ELPAC Reclassification Rates
- iReady D1, D2, D3 Analysis to reflect EL student progress and identified structured supports
- Planning of Grade Level CFA's aligned to Essential Standards
- Close Reading strategies and scaffolding supports K-6
- Quarterly grade level planning release days
- Data Chat Conferences with analysis of EL progress
- RtI for 1st-6th with 8 week monitoring and analysis of student progress

Contributing key factors for student outcomes included:

- Integration of GVC and close reading strategies
- Analysis of SBAC and iReady Diagnostic 1 to identify focus grade level standards for reteaching and progress monitoring
- Data analysis of iReady D2 and D3 for targeted reteaching and identification of student needs
- Grade Level CFA analysis to identify student proficiency and identify common errors when reteaching
- RtI with TSA/Reading Specialist (Tier 2 Intervention Teacher) and Teaching Fellows to focus on gaps in literacy and grade level standards

SBAC Math3-6 - Meets or Exceeds Standards

Data pulled for SPSA Power BI shows overall 46.5% students Meets or Exceeds Standards (303 students total)

Data pulled shows the following for each subgroup:

- Students with Disabilities – 10.3% (45 students total)
- African American - 81.1 % (11 students total)
- Hispanic - 40.5% (151 students total)
- Asian - 50.0% (119 students total)
- English Learners – 22.0% (63 students total)
- Social-Economically Disadvantaged – 46.1% (240 students total)

The significant subgroups with significant disproportionality are English Learners and Students with Disabilities. The needs for these identified subgroups will be supported through individual IEP's with targeted instruction for Students with Disabilities and scaffolding support as needed for English Learners.

Contributing key factors for student outcomes included:

- Integration of GVC and close reading strategies for annotation of word problems
- Continued MLD Professional Learning in 3rd through 6th grade
- Analysis of SBAC and iReady Diagnostic 1 to identify focus grade level standards for reteaching and progress monitoring
- Data analysis of iReady D2 and D3 for targeted reteaching and identification of student needs
- Grade Level CFA analysis to identify student proficiency and identify common errors when reteaching

EL Reclassification Rate (All grade levels)

6.95% (39 Students) Reclassification Rate for 2022-23

Contributing key factors for student outcomes included:

- ELD Integration of GVC and conceptual learning integration
- Analysis of ELPAC and iReady Diagnostics to identify targeted areas for support and progress monitoring
- Grade Level CFA analysis to identify student proficiency and identify common errors when reteaching
- Sentence frames to support language and communication development

- Kindergarten after school intervention focus on foundational skills and speaking

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- TSA/Reading Specialist was site funded in 2023-24. TSA/Reading Specialist to be funded through Sunnyside Regional Literacy Project to provide Tier 2 RtI and oversee Teaching Fellows for pull out RtI 1st-6th grade. If TSA/Reading Specialist unable to be funded through Regional Literacy Project, position will be funded through site funds
- Renew contract for 2 Teaching Fellows to support Tier 2 pull-out intervention groups
- Tier 2 Intervention to support identified students in need in 8 week sessions. Data analysis after two 8 week sessions to determine need for continued RtI or SST referral
- District funded Academic Instructional Coach to provide Professional Learning along with teacher and PLC support in areas of implementation of Write Tools for continued development with writing process in classrooms along with side by side teaching, PLC planning support
- District funded Academic Instructional Coach to support and provide Professional Learning as determined by district and site identified areas of need
- District funded Academic Instructional Coach to support continued support of implementation of SWUN MLD in 5th and 6th with the addition of 3rd and 4th grade
- Utilize Academic Instructional Coach and TSA/Reading Specialist to support with Professional Learning, coaching cycles, PLC and data analysis within grade levels.
- Continue development of FIAB/IAB with Site Academic Instructional Coach and Reading Specialist support in PLC's
- FIAB/IAB to be calendared for data analysis every 6 weeks
- Quarterly Sub release days for PLC planning days
- Additional sub release days for PLC with Essential Standard refinement in ELA and Math, Write Tools process development and MLD
- Continue focus of Good First Teaching Strategies for Tier 1 instruction. Supported through scheduled PLC and PL along with Academic Instructional Coach and TSA/Reading Specialist support for PLC support and coaching cycles.
- PLC data analysis and CFA reflections to target class, student and small group instructional needs
- Admin Team bi-monthly meetings for reflection of Tier 2 intervention data, PLC CFA analysis and PLC work

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Feedback and input included continuing with instructional strategies and structures in place to continue quality instruction.	Feedback and input included continuing with instructional strategies and structures in place to continue quality instruction.	Feedback stated from staff to continue with current instructional plan and services.
Suggestions for 2024-25 included:	Suggestions for 2024-25 included:	Suggestions for 2024-25 included:
- Continued PLC planning days for Quarterly planning and	- Full time home school liaison (currently district funded)	- RtI- Full time Reading Specialist/TSA to be site funded if not

lesson/unit development
- Additional planning time for teachers as needed
- Site funded TSA/Reading Specialist Teacher for RtI if not Regional Literacy Plan funded
- 2 Teaching Fellows for Tier 2 RtI and 1 Teaching Fellow for Spartan Clubhouse SEL support
- 3.5 Office Clerk to support with Climate/Culture, SEL and site needs for student success
- Extra pay contracts for after school tutoring
- Replacement technology in classrooms as needed
- SEL resources
- Spartan Clubhouse for SEL support
- Awards Assemblies- Academic/Athletic Recognition
- Monthly/Quarterly/Ongoing Attendance Recognition and incentives
- Increased Multicultural Learning and engagement opportunities
- Continued monthly focus on Cultural Awareness

- Tutors for intervention support
- ELPAC assessors
- Opportunities for Parent University classes, English classes (back at Storey) and ELAC meeting
- Babysitting for Parent classes through Parent University and ELAC meetings
- Refreshments for parent meetings and trainings
- Homework/tutoring support
- Materials/supplies for classrooms
- EL awards recognition (medals, incentives, certificates)

funded through Sunnyside Regional Literacy Plan to ensure fully implemented RtI and PLC/PL support
- Academic Instructional Coach- District funded
- Supplemental contracts for tutoring
- Supplemental contracts for additional student engagement opportunities (ie: Peach blossom, spelling bee, yearbook, etc.)
- Supplemental contracts for Goal 2 and student engagement opportunities
- 2 Teaching Fellows for Tier 2 intervention
- 1 Teaching Fellow to provide support in SEL Spartan Clubhouse
- Technology (classroom upgrades as needed)
- Subscriptions (grade level specific)
- Professional Learning/materials for continued Write Tools implementation
- Site licenses
- iReady Tool Box
- SEL Resources and site student support through Spartan Clubhouse
- Grade Level Planning days for Quarters 1, 2, 3, 4
- Additional planning time for development/Refinement of Essential Standards in ELA and Math and Write Tool Planning (per PLC needs)
- Sub release for teacher observation/MLD
- Sub release for IEP/ SST's
- Materials/supplies
- Clubs supplemental contracts- Certificated and classified
- 3.5 Office Clerk to support teacher/student/office needs
- 3.5 Resource assistant (if funds available)
- ELPAC assessors
- Graphics
- Snacks for testing
- Student Awards/Incentives
- Professional Learning Training opportunities
- Professional Learning opportunities through book studies/publications
- Multicultural Events/monthly
- District funded Restorative Practice Coach (RPC)
- Counseling for at-risk students
- Professional Learning Conferences
- Professional Reading/Growth-book studies

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, California State Standards and responsive intervention through MTSS.

- Tier 1: Intervention tiers are embedded in the close reading strategy through implementation of GVC and PLC developed instructional materials 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. Preschool through 1st grade will participate in Regional Literacy plan to support instructional skills for foundational learning. Instructional Coach to support with coaching cycles, side by side teaching and PLC support with planning and backward mapping.
- Tier 2: Levels of support for struggling learners (identified through iReady, BPST, BAS, CFAs, IAB's, FIAB's, FSA, and teacher judgement) will be addressed through a combination of in-class targeted support in grades K-1, and targeted 8 week sessions of intervention with TSA/Reading Specialist in grades 1-6, based on common assessments, iReady diagnostic assessments and learning profiles. Identified Kinder students will have priority for Kindergarten after school intervention.
- Tier 3: Students not demonstrating growth in 2 sessions of intervention will be brought to the team through the SST process to determine if formal assessment is needed.

Professional Learning Communities- Storey PLC teams will continue their work around clarifying the essential learning for each unit, gaining deeper understanding 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. PLC teams will continue to gain clarity and develop a criteria for success around quality of student work. PLC 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 analysis, improve and provide vital information to fuel their system of intervention through RtI and enrichment of instruction. Academic Instructional Coach and TSA/Reading Specialist will work collaboratively with PLC's to support instruction aligned to grade level California State Standards and scope and sequence.

- Continue school wide integrated literacy, aligned with regional Literacy Project. 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
- SHS Regional Early Literacy Grant to provide professional learning with foundational skills, regional benchmark assessment for monitoring along with professional learning of Equity for adult growth
- Continued school wide integrated instruction through Write Tools to provide instructional continuum of writing process in TK through 6th grade. Academic Instructional Coach to provide ongoing PL along with side by side coaching and PLC support
- Foundational, language, and grammar skills taught through active mini-lessons from the adopted program and taken to application immediately through text and writing
- Preschool through 1st grade to engage in Sunnyside Regional Literacy Professional learning to support development and refinement of teaching foundational skills
- TSA/Reading Specialist to oversee and provide Tier 2 intervention Program with Teaching Fellows. Position to be funded through Sunnyside Regional Early Literacy Grant, if not, site to fund position to ensure consistency of program for student success
- Administrative Team Continuous Cycle of Review around Problem of Practice (PLC+ and 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 of Literacy and Relationships through writing, ELA and Mathematics and continued PL and development of Professional Learning Communities. Regional ILT to provide additional PLC+ professional learning to support lead teachers with PLC work
- Continue implementation of integrated iReady aligned online targeted instruction that support and target individual student learning
- Continue implementation of integrated SBAC-aligned assessments that support and inform standards-based instruction through use of online tools and site-based refinement of prompts, formative assessments, IAB's, iReady Diagnostics and Common Assignments
- Data Chats scheduled after iReady Diagnostics to review data and target needs of individual students and classroom instruction
- Implement EL Data chats to communicate expectations and commitments of teachers and students to increase linguistic and and academic achievement and support expected English Language Proficiency (ELP) growth per year for on-time reclassification
- Tiered Levels of Support: grade level deployment after 6 week cycles, Tier 2 intervention for RtI
- TSA/Reading Specialist will use EOY 2023-24 iReady data to support implementation of a comprehensive reading/writing intervention program for students significantly below grade level on the iReady Assessment and FSA for grades K-6. 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 with Teaching Fellows supported pull-out
- TSA/Reading Specialist to provide support with PLC's for data analysis and instructional aligned to grade level standards and student needs
- Academic Instructional Coach (District Funded) to support PLC work, instructional coaching and coaching cycles to support, develop and enhance instructional strategies in the classroom
- 2 Teaching Fellows to support Tier 2 intervention alongside TSA/Reading Specialist supported identification of students up to 16 hours per week for RtI pull-out
- After-school tutoring for students in grades K-6 significantly below grade level on Foundation Skills Assessment, iReady, CFA's, IAB's, and FIAB's 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. Tutoring will be on volunteer bases.

- Regional Early Literacy Plan for Pre-school-1st grade to provide professional learning around instruction and Culturally Responsive Teaching (Equity and Literacy)
- Regional Early Literacy Plan will provide regional alignment for assessments, instruction and Tier 1, Tier 2, and Tier 3
- Provide EL students daily opportunities to engage in ELPAC- type tasks appropriate to the specific EL proficiency levels and EL statuses
- 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
- Schedule weekly classroom iReady Pathway minutes ensure strategic instruction to individual students levels and needs
- Kindergarten Outreach and Assessment day prior to opening of school to assess students through FSA and meet parents for transition to start of school
- BOY sub release day for 1st grade teachers to allow for BAS testing of incoming students and knowledge of high frequency words
- Purchase replacement technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy as needed
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text. Subscriptions based on grade level needs
- Resource Lab Assistant .4375 FTE to support materials ordering, inventory and distribution to support instruction
- Office Clerk .4375 FTE to assist in meeting staff, teachers and students needs with events, notification development, site/student notification copies, office support and needs. Also to include support for Cultural Awareness Monthly focus.
- 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, Sunnyside Region and or site
- Mileage for home visits, travel to conferences, etc.
- Professional Consulting to support Professional Learning opportunities for staff
- Testing administrations supported with district snack program
- Incentives for students for achievement in literacy
- Incentives and award recognition for EL students with reclassification and ELP level growth
- Professional Learning with implementation of Write Tools. Instructional Coach to support with lesson modeling, side by side coaching and PLC support.
- Professional Learning book studies for ILT and staff
- Professional Learning through Regional work of Disciplinary Literacy schoolwide

ELA Regional Literacy Plan - Through the Sunnyside Regional Literacy Plan, Storey PreSchool-1st grade will engage with Year 1 Professional Learning in alignment with growing knowledge, skills and understanding for educating a whole child approach that will provide an equitable, culturally proficient learning environment for all students that emphasizes rigorous, high quality developmentally appropriate first best teaching and research-based interventions when necessary.

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

- ILT data analysis of iReady Diagnostics and SBAC to identify strengths and gaps for vertical assessment and implementation
- Admin data chats quarterly with teachers and PLC's TK-6 to monitor standards of strength and challenge, to set goals, and to identify intervention level (reteach, PLC plan to reteach, intervention, after-school tutoring, or non-ID RSP, as appropriate)
- iReady administration 3 times per year for monitoring and identification for tiered level of supports
- FSA 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 group
- Yearly calendared grade level plan of CFA within 6 week units. Calendar CFA's to include assessment and data reflection.
- Yearly calendared 3rd-6th grade plan of IAB within 6 week units. Calendar FIAB/IAB's
- FIAB/IAB's to include assessment and data reflection.
- Beginning of year analysis of SBAC (3rd-6th) and iReady D1 for grades Kinder-6th to identify student needs and instructional planning. 1st-2nd to use iReady D1 for analysis of student needs and instructional planning
- Admin, TSA/ Reading Specialist, and Instructional Coach to support with PLC instructional planning, data analysis and Professional Learning
- Classroom observation feedback to support Teacher development aligned to CSTP and district IPG

Owner(s):

Lead Teachers, Profession Learning Teams, TSA/Reading Specialist, Instructional Coach, VP, and Principal

CFA's, IAB's and grade level data analysis to be monitored by Admin and teachers

Timeline:

- SBAC- beginning of year/ iReady- quarterly
- Admin/Teacher Data Chats quarterly

- iReady reviews after each administration
- FSA end of Q1, 2, 3
- Ongoing
- 6 week CFA and IAB data analysis - reflection through PLC agendas and ILT
- Quarterly

- Ongoing
- Ongoing

- Beginning of year reflection/planning
- Ongoing

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

- TSA/Reading Specialist to support Tier 2 students in reading comprehension, foundational skills, and writing in grades K-6 with Teaching Fellows pulling for intervention
- 2 Teaching Fellows to support Tier 2 intervention with supervision of TSA/Reading Specialist up to 16 hours per week
- After-school tutoring for students in grades K-6 significantly below grade level on FSA, iReady, CFA's and IAB's 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
- Extra salaries for instructional aides/classified to support intervention and extra support for students
- Teacher Substitutes and supplemental contracts for planning
- Contracts for teachers to offer after-school tutoring for students not advancing at least one level per year on the ELA standards, or who are not showing progress in literacy
- 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. Subscriptions to be grade level determined
- Purchase of iReady Toolbox
- Mileage for home visits, travel to conferences, etc.
- Graphics to support instruction

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because this is a site identified area of focus.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners and all students through the writing process with Write Tools to build vocabulary, sentence structure and foundational skills.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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 and teacher developed material
- Instructional practices to include sentence frames for scaffolding of learning and speaking
- EL tutoring through Teaching Fellows as needed in grades K-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 available 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 (Medals at EOY Awards Assembly)
- Educational study trip at the end of the year for all students reclassification during the year

Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With no subgroups identified on the California Dashboard, Title 1 funds will continue to be utilized to support good first teaching and intervention support as identified through ongoing monitoring of individual student needs through iReady data, assessments and teacher identification.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

As there were no identified subgroups in Red on the California Dashboard, Storey still identified low-performing groups are English Learners and Students with Disabilities as targeted subgroups.

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
- Instructional practices to include sentence frames for scaffolding of learning and speaking
- Contracts of teachers to offer 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 achieve reclassification

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
- Data analysis and reflection with IEP goals in alignment to ELPAC and iReady diagnostics to monitor student progress

Action 2

Title: Math

Action Details:

Math- Storey will continue a tiered system of support based on rigorous and complex mathematical instruction and strategies aligned to the IPG 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, IReady, GoMath resources, including consistent demonstration of the Mathematical Practices daily. Continued professional learning and implementation of SWUN MLD in grades 3rd through 6th
- Tier 2- Levels of support for struggling learners (identified through iReady, CFAs, FIAB/IAB's and teacher judgement) will be addressed through a combination of in class targeted supports in grades K-6th through analysis of common assessments, iReady Diagnostic Assessment and learning profiles. Identified students will have priority for kindergarten after school intervention and EL students in the ELD after school program
- Tier 3- Students not demonstrating growth in two sessions of intervention will be brought to the team through the SST process to determine formal assessments are needed

Professional Learning Communities- Storey PLC 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. PLC teams will continue to gain clarity and develop a criteria for success around quality of student work. PLC 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.
- Continued professional learning and implementation of SWUN MLD in 5th and 6th PLC's (Yr. 3) and 3rd and 4th PLC's (Yr. 2).
- Administrative Team continues cycle of review around Problem of Practice (Professional Learning 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 through Disciplinary Literacy and continued PL and development of Professional Learning 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.
  - 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
- Online iReady differentiated instructional support
- Incentives for students for achievement in math
- Incentives/recognition for student mastery of math facts
- Professional Learning Conference/Travel opportunities as identified by FUSD and Sunnyside Region
- Professional Learning book studies for ILT and staff
- Continued development of targeted POD lessons to align with data analysis of reteaching for student mastery
- Continued development and use of anchor charts to support instruction and student understanding of concept
- Academic Instructional Coach to work alongside PLC's with implementation of MLD strategies, PLC planning lesson design and provide side by side teaching opportunities
- TSA/Reading Specialist to participate and support PLC's for instructional planning, backward mapping and Essential Standard development
- TSA/Reading Specialist support with development and monitoring of grade level Math Fluency practice structure to target progress for grades 1st-6th grade

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

- iReady results in math will be monitored and analyzed after the fall, winter and spring administration of these assessments
- iReady data analysis with ILT and reviewed as a staff for identification of strengths and gaps school wide thereby identifying school-wide instructional needs.
- Yearly calendared 3rd-6th grade plan of IAB within 6 week units. Calendar FIAB/IAB's
- Data chats with teachers and PLC teams will address deficits and areas to reteach as a whole, and individual student needs utilizing iReady data, POD/exit ticket data and teacher input.
- Review of quarterly FSA Math assessments with PLC teams and individual teachers to determine strengths and areas to reteach, and to identify students for intervention in math
- Beginning of year analysis of iReady D1 for 1st-2nd and SBAC and iReady D1 for grades 3rd-6th to identify student needs and instructional planning
- Continue with MLD 3rd-6th grade district PL with coaching cycles

Owner(s):

Lead Teachers/ILT, Professional Learning Communities, TSA/Reading Specialist, Instructional Coach, VP, Principal

Timeline:

iReady reviewed after each assessment

BOY review SBAC data grades 3-6

Ongoing

Quarterly

Quarterly

Beginning of year

Ongoing

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

- Tier 2 Intervention to utilize adopted program online component which is responsive to students' individual needs.
- Tiered Levels of Support:
  - Extra salaries available for teachers to offer after-school tutoring in math in grades K-6.
  - Extra salaries available 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 recognition for students for achievement in math

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because this is a site identified area of focus.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support English Learners and all students through the writing process with Write Tools to build vocabulary, sentence structure and foundational skills. These skills will support student understanding for procedural and conceptual application to mathematical word problems.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention
- Technology-supported math intervention for EL students not meeting standards in grades 4-6 in math
- EL tutoring through Teaching Fellows as needed in grades 1-6

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With no subgroups identified on the California Dashboard, Title 1 funds will continue to be utilized to support good first teaching and intervention support as identified through ongoing monitoring of individual student needs through iReady data, assessments and teacher identification.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do

- 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 assessors and substitutes
- Materials and supplies provided to support EL program
- Awards and incentives presented to EL students as they reach reclassification

not fund out of the SPSA.

As there were no identified subgroups in Red on the California Dashboard, Storey still identified low-performing groups are English Learners and Students with Disabilities as targeted subgroups.

Targeted supports for EL students will include:

- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention
- 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 assessors and substitutes
- Materials and supplies provided to support EL program
- Awards and incentives presented to EL students as they reach reclassification

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for Planning *No IEPs*	9,675.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for Grade Level Planning *No IEPs*	2,206.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology: Monitors, Laptops, Doc Cameras, Accessories G1A1, G1A2	544.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation G1A1	45,608.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.9375	Also supports G1A2, G2A1, G5A1	119,384.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for Planning	1,792.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Licenses and Subscriptions: Scholastic, Nearpod, Studies Weekly, Starfall, iReady Tool Kit, Swun Math, etc. G1A2	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Warehouse Orders, Office Depot, GW, School Specialty, Vallarta, Incentives, G1A1, G1A2, G3A1, G4A1	15,850.00
G1A1	Sup & Conc	Instruction	Direct Trans			Transportation: Incentive Trips and Celebrations G1A1, G1A2	500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology and Equipment Maintenance G1A1	500.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food Services: Student Incentives, Celebrations, Staff Meetings G1A1, G1A2, G3A1, G4A1	3,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs for PL, ILT and Climate & Culture Conferences, Data Chats, Grade Level Planning G1A2	2,389.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4375	Also Supports with G1A2, G3A1, G5A1	27,116.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375	Also Supports with G1A2, G2A1, G5A1	18,652.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage and Travel G1A1, G1A2, G3A1	300.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.0625	Also supports G1A2, G2A1, G5A1	7,960.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Subs for ELD Planning and Instructional Rounds G1A2	15,558.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	5,271.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Supplemental Contracts to Support EL Learners and Interpreters for PTC G1A2	1,315.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Licenses and Subscriptions: Scholastic, Nearpod, Studies Weekly, Starfall, iReady Tool Kit, Science Weekly, Booksetc.	8,465.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies: Warehouse Orders, Office Depot, GW, School Specialty, etc. G1A2	4,999.00
G1A1	Parent Participation	Direct-Food					

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food Services: Student Incentives, Celebrations, and Participation	4,500.00

$296,584.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	90.16 %	90.2 %	2023-2024	91.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

According to the 2023-24 ALTAS Engagements Report, participation in engagement opportunities were at 91.14%. Student centered engagement experiences will continue to include:

- Team Sports (football, volleyball, cross country, soccer, cheer, basketball, softball)
- Storey Clubs- 6 week intervals (offered 2 times a school year)
- Field Trips
- Peach Blossom
- Drama Club
- Student Council
- Band (5th-6th)
- Strings (5th-6th)
- Choir (4th-6th)
- 4th grade recorders
- 1st-3rd and SPED music
- After-school Program
- Recycling Club
- Innovation Day- 5th/6th grade and STEM5
- Awards Assemblies Recognition- Academic, Attendance, English Learners, Athletics, Arts, and extra curricular clubs
- Grade Level Performances
- School-wide Special Assemblies
- 5th/6th grade Night at the Museum
- Family Fun Night (Fall and Spring)
- Monthly Cultural Celebration Assemblies/Recognition
- Weekly Class Meetings and Second Step discussions
- Attendance incentives and recognition (Individual, Class, Grade Level)
- School Family Dances

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Exposure to Careers- In grades 3rd-6th no disproportionality of low-performing student groups as related to this goal were found.

- Carnival
- Scholastic Book Fair/Food Truck Nights (1 per semester)
- Character Counts Rally
- Red Ribbon Week
- Read Across America
- Spelling Bee
- Kindness Week
- Disability Awareness Week

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There were not any major differences between intended and actual implementation of the 2023-24 SPSA Goal 2 actions and expenditures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will continue to implement activities, programs, clubs and incentives to increase student engagement. Staff members have continued to develop new ideas for student engagement opportunities to enhance existing events/activities and provide insights for new opportunities for students. We will continue to develop and increase incentives and recognition to promote student attendance. For 2024-25, staff will continue to develop additional opportunities for our SPED population to participate in clubs.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Feedback and input included continuing with instructional strategies and structures in place to continue quality instruction.

Suggestions for 2024-25 included:

- Continued PLC planning days for Quarterly planning and lesson/unit development
- Additional planning time for teachers as needed
- Site funded TSA/Reading Specialist Teacher for RtI if not Regional Literacy Plan funded
- Teaching Fellows for Tier 2 RtI and Spartan Clubhouse
- 3.5 Office Assistant to support with Climate/Culture, SEL and site needs for student success

2 ELAC:

Feedback and input included continuing with instructional strategies and structures in place to continue quality instruction.

Suggestions for 2024-25 included:

- Full time home school liaison (currently district funded)
- Tutors for intervention support
- ELPAC assessors
- Opportunities for Parent University classes, English classes (back at Storey) and ELAC meeting
- Babysitting for Parent classes through Parent University and ELAC meetings
- Refreshments for parent meetings and trainings

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Feedback stated from staff to continue with current instructional plan and services.

Suggestions for 2024-25 included:

- RtI- Full time Reading Specialist/TSA to be site funded if not funded through Sunnyside Regional Literacy Plan to ensure fully implemented RTI and PLC/PL support
- Academic Instructional Coach- District funded
- Supplemental contracts for tutoring
- Supplemental contracts for additional student engagement opportunities (ie: Peach blossom, spelling bee, yearbook, etc.)

- Extra pay contracts for after school tutoring
- Replacement technology in classrooms as needed
- SEL resources
- Spartan Club House for SEL support
- Awards Assemblies- Academic/Athletic Recognition
- Monthly/Quarterly/Ongoing Attendance Recognition and incentives
- Increased Multicultural Learning and engagement opportunities
- Continued monthly focus on Cultural Awareness

- Homework/tutoring support
- Materials/supplies for classrooms
- EL awards recognition (medals, incentives, certificates)

- Supplemental contracts for Goal 2 and student engagement opportunities
- 2 Teaching Fellows for Tier 2 intervention
- 1 Teaching Fellow to provide support in SEL Spartan Clubhouse
- Technology (classroom upgrades as needed)
- Subscriptions (grade level specific)
- Professional Learning/materials for continued Write Tools implementation
- Site licenses
- iReady Library licenses
- SEL Resources and site student support through Spartan Clubhouse
- Grade Level Planning days for Quarters 1, 2, 3, 4
- Additional planning time for development/Refinement of Essential Standards in ELA and Math and Write Tools Planning (per PLC needs)
- Sub release for teacher observation and MLD planning/observation
- Sub release for IEP/ SST's
- Materials/supplies
- Clubs supplemental contracts- Certificated and classified
- 3.5 Office support for Climate Culture initiatives, student/staff/teacher supports and needs
- ELPAC assessors
- Graphics
- Snacks for testing
- Student Awards/Incentives
- Professional Learning Training opportunities
- Professional Learning opportunities through book studies/publications
- Multicultural Events/monthly
- District funded Restorative Practice Coach (RPC)
- Counseling for at-risk students
- Professional Learning Conferences
- Professional Reading/Growth-book studies

Action 1

Title: Culture of Kindness

Action Details:

Storey will promote and support a Storey Culture of Kindness through the ongoing development of ideals of understanding and responsible citizenship and positive character. All students in grades TK-6 have opportunities to participate in various onsite activities, clubs, athletics and organized school connectedness activities through the coordination of staff members. Character Counts and the Storey yearly theme will support development 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 educational partners. 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 our Climate and Culture team, Storey will also continue to develop and provide a monthly

focus to highlight and recognize cultural opportunities to recognition the importance of all cultures. Through these ongoing experiences throughout the year, students and educational partners will exemplify the character traits that will support their social emotional needs as well as their academic success. Student engagement throughout the year with development of Character Traits will expand their understanding and development for social growth and development of engaging with others in a positive manner. This will be supported through;

- Teacher launch of school wide theme to promote character traits, Growth Mindset and bullying prevention
- Restorative Practices Professional Learning
- Class meetings- weekly
- Second Step - 10 per semester
- 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/Vice Principal
- Outstanding Behavior Quarterly Recognition
- Kind Kids Club
- Mindfulness Club
- Golden Links
- Storey Pride Tickets
- Super Spartans
- Spartan with the Right Attitude Recognition
- Golden Tickets
- Kids Day Volunteering
- Reclassification Field Trip
- FUSD provided Career Ready Field Trips/Career Assemblies
- Goal 2 Field Trips
- Student Council
- Peach Blossom
- Spelling Bee
- Disability Awareness Week
- Class Meetings/Second Step
- Spartan Reading Club
- 2X10 outreach quarterly (with teacher, staff and NTA's)
- Spartan Clubhouse
- SBAC Partners- aka Spartan Buddies Are Cheerleaders (primary students create motivational letter for grades 3rd-6th for SBAC testing)
- Science Innovation Day for Grades 3rd-6th

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
- Weekly report from RP Coach with student groups and sessions
- Monthly review with MTSS Tier 1, 2 and 3 data for identified needs/targeted supports
- Spartan Clubhouse attendance log and member list

Owner(s):

- Admin Team
- Admin Team/School Climate/Culture Team
- Admin Team/School Climate/Culture Team
- Admin Team/ RP Coach/School psychologist

Timeline:

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

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", Spartan with the Right Attitude, Spartan of the Month
- Assemblies for Social Emotional Learning and Cultural Awareness
- Restorative Circles (Tier 1 and 2)
- RPC sessions for Identified Tier 2 and 3 students
- Incentives for Positive behavior, classroom incentives, engagement activities
- "Spartan with Right Attitude" weekly recognition
- Storey Pride Tickets weekly recognition
- 2X10 outreach quarterly (teachers and NTA's)
- Continuation of Spartan Clubhouse for Tier 1 SE supports and engagement opportunities
- Calendar of Monthly multicultural experiences (to include but not limited to: Black History Month, International Women's Day, Hmong Cultural Awareness, Kindness Week)
- 1 Teaching Fellow to support Spartan Clubhouse
- Books for staff to support Professional Learning and Book studies
- Materials and supplies for student incentives, character pillars, SEL, Spartan Clubhouse, Multi-cultural/Cultural Proficient experiences and activities, etc.
- Student incentives/awards for student recognition/participation in monthly cultural focus contests

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because this is a site identified area of focus.

2. Using Title I funds Only: What are the planned expenses to support this student group?

As no subgroups were identified in Red on the California Dashboard, Storey will continue to focus on site identified subgroups through ongoing assessment data. With Title I funds, one subgroup we plan to support are English Learners and all students through the writing process with Write Tools. This will help to build vocabulary, sentence structure, foundational skills, and good first teaching in the classroom through small group instruction, scaffolds and RtI when identified as a need.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Use of HSL for parent outreach and communication with parents of English Learners
- Outreach through school and HSL to increase participation
- No specified subgroup identified: all students will engage in development of ideals of understanding to be

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

With Title I funds we plan to support English Learners and all students through the writing process with Write Tools to build vocabulary, sentence structure, and foundational skills.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With no subgroups identified on the California Dashboard, Title 1 funds will continue to be utilized to support good first teaching and intervention support as identified through ongoing monitoring of individual student needs through iReady data, assessments and teacher identification.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

responsible citizenship with positive character
- Quarterly ELAC and SSC meetings to include Social Emotional focus and activities and learning provided for student growth
- Continue ongoing PL with SEL for Staff awareness and increase with SEL strategies
- Continue PL with SEL awareness (Culturally Responsive Teaching & the Brain and Culturally Proficient Instruction)
- Rewards and incentives for EL students being reclassified and moving bands
- Climate Culture Specialist to provide training in alignment with site needs around SEL

Due to direct link of increased misbehaviors with foster youth (data pulled from Power BI and site data collection in 2019-20) and office referrals for 2021-22, the following things will continue to be implemented

- Strategic and regular "check-in/check-out" with Tier 2 students with admin and identified staff
- RPC scheduled meetings with Identified Tier 2 students
- RPC restorative circles for student supports
- 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 and Culturally Proficient Instruction)
- Ongoing PL with whole staff with Cultural Proficiency Training for site lived actions and work
- Continuation of Storey Clubhouse for SEL student daily supports

Action 2

Title: Field Trips and Goal 2 Learning Experiences

Action Details:

Storey will promote and provide students with opportunities to participate in field trips that provide opportunities for exposures to real-world learning experiences and careers as well as assemblies and presentations for expanding knowledge of career options. Exposures to real- world learning may also include virtual tours and assemblies along with field trips. Storey will continue to develop students understanding of different cultures and backgrounds and provide multicultural experiences and learning opportunities through assemblies, community presentations, guest speakers and cultural awareness events. This will be supported through;

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

Real-World Learning Experiences and Goal 2 Career Opportunities- (Virtual Field Trips):

- **Transition Kindergarten-**
  - Pumpkin Patch
  - Storeyland
  - Chaffee Zoo
- **Kindergarten-**
  - Chaffee Zoo
  - Pumpkin Patch
- **1st Grade-**
  - Chaffee Zoo
  - Bricks 4 Kidz- Goal 2 (2 times per year)
- **2nd Grade-**
  - Fossil Discovery
  - Evolution of Ballet
  - Bricks 4 Kidz - Goal 2 (2 times per year)

Owner(s):
- Grade Level Teachers
- Vice Principal

Timeline:
- Throughout school year

- **3rd Grade**
  - Fresno Art Museum
  - Fresno State Downing Planetarium
  - San Joaquin River Center
  - Fresno State Farm - Goal 2
- **4th Grade**
  - Monterey Bay Aquarium
  - Zoo- Career Technology Engineering
  - 4th grade Link up Concert
  - Philharmonic Performance
- **5th Grade**
  - San Jose Tech Interactive Museum
  - Strings Music Concert (SHS)
  - Band Music Concert (SHS)
  - Physics of Roller Skating at Cal Skate -CTE
- **6th Grade**
  - 6th grade Camp/ Sonora-Goal 2
  - Strings Music Concert (SHS)
  - Band Music Concert (SHS)
  - College Tours (California State University of Fresno)
  - CCR Breakout Box
  - Grizzlies Baseball
  - EOY Wild Water Trip
  - Terronez Middle School Move Up Site Visit
- **English Learners**
  - Re-designation field trip
- **SPED**
  - Chaffee Zoo
  - Mobile Dairy
  - GE Grade Level Field Trip Participation

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

- Calendared activities in alignment to Goal 2 timeline
- Site funded field trips will be scheduled in accordance to alignment of instructional units of study
- Materials supplied dependent upon field trip needs
- Field trip transportation for reclassification EL students celebration
- Site Funded Assemblies will be scheduled in accordance to alignment of instructional units of study, SEL, and Multicultural Experiences

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.	**Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.**
Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because this is a site identified area of focus.	**1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.**

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners and all students through the writing process with Write Tools to build vocabulary, sentence structure and foundational skills, and MLD in grades 3rd-6th.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Use of Home School Liaison to support parent contact and translation for purpose of field trips to ensure student participation
- Parent outreach with Admin Team to support and encourage student engagement
- Parent classes provided onsite through Parent University to support parent/school connectedness for student success

With Title I funds we plan to support English Learners and all students through the writing process with Write Tools to build vocabulary, sentence structure and foundational skills.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With no subgroups identified on the California Dashboard, Title 1 funds will continue to be utilized to support good first teaching and intervention support as identified through ongoing monitoring of individual student needs through iReady data, assessments and teacher identification.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

All students will have the opportunity to participate in clubs/activities that support positive interaction with teachers, staff and peers.

Concentration on increasing and ensuring engagement in clubs for 2024-25 for Students with Disabilities in our SPED classes.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		23.2 %	2023-2024	22.6 %
Suspension Rate - Semester 1	✔	0.01 %	0.3 %	2023-2024	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The Chronic Absenteeism at Storey Elementary has shown a decrease for the prior year. Attendance has been a target concern for 2023-24. Key factors that support the overall low absenteeism rate has included :

- Positive connections with staff and students
- Attendance Clerk and HSL consistently reaching out to families to monitor student absenteeism
- Field trips-Goal 2 and site funded field trips
- College/Career Readiness
- A2A meetings with Principal
- Quarterly Awards Assemblies -recognition of attendance
- Continual Incentives for Attendance- individual, class and grade level
- School wide engagement assemblies
- 2x10 Opportunities for student/staff connections
- Spartan Clubhouse- SEL and student connections
- RP Coach for student SEL support
- Continued implementation of weekly meetings and Second Step Lessons
- Ongoing school wide communication with families through Class Dojo, HSL, Smores, school flyers, Peach Jar and Parent Square
- Continued teacher family communication through in person conversations, Smores, Class Dojo
- Schoolwide Clubs

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

The Overall School Wide Chronic Absenteeism rate for 2023 was 27.5%.

Data pulled from the California Dashboard showed there were no significant subgroups with chronic absenteeism.

Data pulled for the following subgroups show:

- Student with Disabilities- 45.5% (123 students)
- African American- 34.8% (23 students)
- Hispanic- 35.9% (284 students)
- Asian- 16.4% (225 students)
- English Learners- 24.6% (126 students)
- Social-Economically Disadvantaged- 30.3% (468 students)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There are no major differences between the intended and actual implementation of actions and budget expenditures for this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Actions funded through Title 1 will provide for parent interaction,

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Feedback and input included continuing with past practices, activities and resources to provide engagement opportunities for students and families.	Feedback and input included continuing with past practices, activities and resources to provide engagement opportunities for students and families.	Feedback and input included continuing with instructional strategies and structures in place to continue quality instruction.

SSC column:

Input included:

- Attendance recognition through ongoing incentives (individual, class, and grade level)
- Quarterly Attendance awards
- Addition of soccer and boys volleyball when coaches available
- PLC planning days for quarterly planning, Essential Standard development/refinement, and Write Tools development
- Additional planning time for teachers
- Site funded Certificated Teacher/Reading Specialist (TSA) for RtI
- Teaching Fellows for Tier 2 RtI if not funded through Regional Literacy Plan
- 3.5 Office Assistant to support with Climate/Culture, SEL and site needs for student success.
- Extra pay contracts for after school tutoring
- Technology and additional tablets for classrooms as needed
- SEL resources Spartan Clubhouse for student SEL support
- Teaching Fellows to support with RtI and Spartan Clubhouse
- Awards Assemblies- Academic/Athletic/Character Recognition
- Materials/supplies
- Increased Multicultural learning opportunities
- Professional Learning Opportunities (academic, culturally responsive and SEL)

ELAC column:

Input included:

- Full time home school liaison (currently District funded)
- Certificated tutor for intervention
- ELPAC assessors
- Babysitting for Parent ELD, Parent University classes, English classes and ELAC meetings
- Refreshments for parent training
- Homework/Tutoring support
- Materials/supplies for classes
- EL awards recognition (field trips and medals for reclassification)
- Reinstate recognition of attendance

Staff column:

Input Included:

- Quarterly Attendance Awards recognition
- Ongoing Attendance incentives (individual, class and grade level)
- Supplemental contracts for tutoring
- Supplemental contracts for Goal 2 and student engagement opportunities
- Teaching Fellow for Tier 2 RtI
- Subscriptions (grade level identified) Site Licenses
- SEL Resources
- Teaching Fellow support with Spartan Clubhouse
- Counseling for at-risk students, SEL needs and social skill development
- Sub release for IEP/SST's
- Additional grade level planning hours as needed
- Professional Learning Conferences/trainings
- Materials/Supplies
- Professional Reading book studies
- Clubs- Supplemental contracts for classified and certificated
- 3.5 Office Assistant to support with Climate/Culture, SEL and site needs for student success
- ELPAC assessors
- Graphics
- Snacks for testing
- Student awards and incentives
- Professional Learning Training opportunities

- Monthly focus on Cultural Awareness

- Multicultural events/monthly focus
- Additional student laptops for class use as needed

Action 1

Title: Student Engagement through Social Emotional Support

Action Details:

Student Engagement through Social Emotional Support - 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 bullying prevention. Tiered levels of support include social skills training through Spartan Clubhouse, RP Coach support, 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
- 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. (minimum of 10 per semester)
- 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: Counseling provided for (red zone) at-risk students provided by School Psychologist
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status
- Continuation of Spartan Clubhouse for Social Skills Development (Students with tier 1 and 2 needs)
- 1 Teaching Fellow to support Spartan Clubhouse
- Classified staff and Teaching Fellow support to Spartan Clubhouse
- Restorative Practices Coach (RPC) (2 days per week, district-funded) for students with Tier 3 needs, to work with teachers in classrooms, and to develop connections and opportunities for student outreach and support
- RPC to provide restorative circles for Tier 2 students as needed to help develop communication and social skills with peers
- Assign "meaningful jobs" to students at-risk for a positive connection to school and adults at school
- Paraprofessional support for at-risk students
- HSL availability to support communication and connectedness for family involvement
- District funded Climate and Culture Specialist to support Climate Culture team site initiatives and needs

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	Owner(s):	Timeline:
• Monthly monitoring of suspension and office referral data to identify at-risk students	Admin Team, ILT	Monthly
• Quarterly monitoring of D's and F's	Admin Team, Lead Teacher/ILT	Quarterly
• Quarterly monitoring of Engagements	VP/ILT/Climate Culture Team	Quarterly
• Weekly monitoring of attendance	Office Assistant/Admin Team	Weekly
• Monthly monitoring of IPG data, Tenet 1 – observations and feedback based on outcomes and growth	Admin Team/Leadership Team/ILT	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
- School Psychologist 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
- Weekly Incentives for positive behavior recognition
- Recognition and incentives for perfect attendance thru quarterly drawings
- Ongoing attendance recognition through individual, classroom and grade level targets
- 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, Spartan Clubhouse, SEL, etc.
- 1 Teaching Fellow to support Spartan Clubhouse
- Classified and non-classified supplemental contracts to support Spartan Clubhouse and student support needs

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because this is a site identified area of focus.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners and all students through the writing process with Write Tools to build vocabulary, sentence structure and foundational skills. Also continued designated ELD with scaffolding instructional support.

3. As a site: What are planned actions to support this student group?

- Use of HSL for parent communication with parents of English Learners
- Designated ELD for targeted instructional support
- One on one conferences with EL students not reaching reclassification to target and support individual needs.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, students identified with multiple Misbehaviors and Misbehavior level 2 and 3 will be supported through RPC check-ins.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support student needs through SEL targeted supports, RPC and identified staff member for student monitoring and connections.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group?

As stated prior, no subgroup was identified in Red on the California Dashboard. However, as a site identified area of focus for students with multiple Misbehavior Atlas entries: Supports will be provided through:

- 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.
- 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 for SEL awareness (Culturally Responsive Teaching & the Brain and Culturally Proficient Instruction)

Action 2

Title: Connections through 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 improve 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 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
- Spartan Clubhouse to support student SEL needs and engagement
- Implement full offering of sports for boys and girls and Special Ed students including football, basketball, volleyball, soccer, cheer, softball in grades 5 and 6 and cross country for 3rd through 6th grade
- Providing monthly calendared events/activities that are centered around Cultural Proficiency, Multiculturalism and Character Traits (to include a variety of assemblies, speakers and student/grade level and community involvement)
- 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, Lego Clubs, 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
- HSL, Restorative Practice Counselor outreach to parents and students
- Graphics to support engagement activities/incentives and parent communication (handbook/notifications)
- Teacher outreach to students and parents via Class Dojo, phone calls, conferences, and notes home.
- School wide outreach to parents via Class Dojo, phone calls from Admin/HSL/teachers/school psychologist, Parent Square, marquee and Storey Facebook page
- Outdoor recess reading center/student developed
- 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	Owner(s):	Timeline:
• Quarterly monitoring of Engagements tab • Quarterly monitoring of Engagements using Atlas tools to monitor subgroups and to identify students/groups not participating in engagements	VP, ILT Office Assistant/VP, Lead Teachers	Quarterly monitor engagements tab Atlas Reports

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• Monitor at-risk students and those disproportionally represented to ensure engagement quarterly	Office Assistant/VP, ILT	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, Spartan Clubhouse, athletics, arts, Multicultural events and activities
- Graphics to support implementation and advertisement of Goal 2 activities
- Technology availability 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 for activities
- Incentives and awards for engagement for students in a wide array of activities
- 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
- 1 Teaching Fellow to support Spartan Clubhouse

Through targeted monitoring and staff initiatives in 2023-24, Storey Elementary is no longer identified as ATSI

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because this is a site identified area of focus.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners and all students through the writing process with Write Tools to build vocabulary, sentence structure and foundational skills. Also continued designated ELD with scaffolding instructional support.

3. As a site: What are planned actions to support this student group?

- 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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

As no subgroups were identified in Red on the California Dashboard, Title I funds will be utilized to support attendance for individual student identified for chronic absenteeism.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group?

For Chronic Attendance:

- Attendance Clerk and Admin to monitor identified student attendance
- Incentives for individual student attendance

- A2A meetings with Families around importance of attendance
- Identified adult to student check-ins to develop student connectedness to school

For Student Engagement:

There is no disproportionality within subgroups for student participation.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphics: G3A1	1,000.00

$1,000.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	99.81 %	97.9 %	2023-2024	99 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal: School site will retain high-quality staff and seek to hire quality staff that reflect the diversity of our community. Due to projected enrollment and projected staffing levels from the district, Storey will decrease teacher staffing by one teacher in the upper grade.

Staff Survey Results: Overall Positive in Belonging Domain

- Monthly Climate and Culture meetings
- Monthly ILT meetings
- Calendared PLCs for grade level planning, collaboration, and data analysis
- Regional ILT professional learning
- Monthly Cultural Focus
- Weekly Staff Recognition (Spartan Transformer)
- Monthly Staff Recognition/Appreciation

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

There were no inequities or key factors contributing to the disproportionality in this area

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There are no major differences between the intended and the 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

A continued focus to provide opportunities for family engagement, community involvement and school wide incentive recognition.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Feedback and input included continuing with instructional strategies and structures in place to continue quality instruction.

- Academic/Athletic Awards Assemblies
- Ongoing/Monthly/Quarterly Attendance recognition and incentives
- TSA/ Reading Specialist for RtI Teaching Fellows for Tier 2 (Site Funded if not available through Regional Early Literacy Plan)
- 3.5 Office Assistant to support with Climate/Culture, SEL and site needs for student success.
- Extra pay contracts for after school tutoring
- Ensure Technology upgrades available and additional tablet for classrooms when needed
- SEL resources
- Continue Spartan Clubhouse for student SEL support
- Materials/supplies
- Multicultural learning
- Professional Learning Opportunities
- Monthly focus on Cultural Awareness

2 ELAC:

Feedback and input included continuing with instructional strategies and structures in place to continue quality instruction.

- Full time home school liaison (currently District funded)
- TSA/Reading Specialist and Teaching Fellows for intervention
- ELPAC assessors
- Babysitting for Parent University classes and ELAC meetings
- Parent University classes and English classes on site
- ELAC meetings Refreshments for parent training
- Homework/Tutoring support
- Materials/supplies for classes
- EL awards recognition (incentives, recognition and medals for reclassification)

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Feedback stated from staff to continue with current instructional plan and services.

- RTI- Full time Reading Specialist/TSA to be site funded if not funded through Sunnyside Regional Literacy Plan to ensure fully implemented RTI and PLC/PL support
- Academic Instructional Coach- District funded
- Supplemental contracts for tutoring
- Supplemental contracts for additional student engagement opportunities (ie: Peach blossom, spelling bee, yearbook, etc.)
- Supplemental contracts for Goal 2 and student engagement opportunities
- 2 Teaching Fellows for Tier 2 intervention
- 1 Teaching Fellow to provide support in SEL Spartan Clubhouse
- Technology (classroom upgrades as needed)
- Subscriptions (grade level specific)
- Professional Learning/materials for continued Write Tools implementation
- Site licenses
-
- SEL Resources and site student support through Spartan Clubhouse
- Grade Level Planning days for Quarters 1, 2, 3, 4
- Additional planning time for development/Refinement of Essential Standards in ELA and Math and Write Tool Planning (per PLC needs)
- Sub release for teacher observation/MLD
- Sub release for IEP/ SST's
- Materials/supplies
- Clubs supplemental contracts- Certificated and classified
- 3.5 Office Assistant to support with Climate/Culture, SEL and site needs for student success
- ELPAC assessors
- Graphics
- Snacks for testing
- Student Awards/Incentives

- Professional Learning Training opportunities
- Professional Learning opportunities through book studies/publications
- Multicultural Events/monthly
- District funded Restorative Practice Coach (RPC)
- Counseling for at-risk students
- Professional Learning Conferences
- Write Tool Instructional Binders/Professional Reading/Growth-book studies

Action 1

Title: Recruitment and Retention of Staff

Action Details:

As new team members are added to our Storey Staff, we will hire through the lens of diversity. Diversity and inclusion has been a priority for our site in regards to students. Therefore it must apply to the adults in our system as well. We view diversity and inclusion as understanding, accepting and valuing different races, ethnicities, genders, ages, religions, disabilities and sexual orientations, as well as differences in personalities, skill sets, experiences and knowledge bases.

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

- Staff Management Portal on iAchieve
- FUSD Recruitment Interview Form
- FUSD Exit Interview Form

Owner(s):

- Administration
- Site Hiring Panel (ILT/Admin)
- FUSD Human Resources Department
- Fresno Teacher Residency Program (FTRP)

Timeline:

- On-going
- Quarterly
- Lateral Hires
- Overage Hires
- New Teacher Hires

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

Recognition of Decreased staffing by one FTE for the 2024-25 school year..

When enrollment permits, increase recruitment of newly hired and retain staff to reflect the diversity of our community:
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, Social Emotional Learning and Technology
- Provide Professional Development to newly hired staff in order to build teacher capacity
- Provide Professional Development to newly hired staff and current staff with instructional strategies, utilizing data to drive instruction and depth of knowledge with Common Core Standards
- Provide opportunities for team building with new and entire staff to create a strong sense of connection between staff and community
- Schedule quarterly meetings with newly hired teachers for needs assessments to provide individualized support and address teacher needs
- On-going communication with HR for placement of new hires, lateral/overage transfers to help match the qualifications and diversity of potential candidates to the site

- On-going communication with Teacher Residency Program (TRP) to ensure recruitment of qualified BCLAD candidates and diversity that represents our community when possible
- Teacher substitutes and supplemental contracts for planning

When enrollment permits, increase Recruitment/Retention of BCLAD Certificated Teachers:

- On-going collaboration with Manager(s) in Fresno Teacher Residency Program (FTRP) to recruit candidates who are pursuing BCLAD certification
- On-going collaborations with HR and FUSD Administrators to recruit candidates of diversity that reflect our Storey community
- Offer supplemental contracts for BCLAD certificated teachers to attend additional PL District meetings and/or trainings pertaining to instruction and Cultural Proficiency
- Provide opportunities to network with other teachers within Sunnyside region with best practices, common formative assessments and lesson development
- Assign a mentor to newly hired BCLAD teachers for support with curriculum, planning, district assessments, common formative assessment and lesson delivery beyond the assigned TRTP Coach

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, knowledge and understanding of Sunnyside Regional work around Disciplinary Literacy, Social Emotional Learning, support with GVC, utilization of IPG for instructional planning and FUSD math/ELA resources
- Provide on-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for newly hired and veteran staff members
- Provide opportunities for Supplemental contracts for additional Professional Learning opportunities for all staff members around Curriculum, Cultural Proficiency, SEL, Growth Mindset and Professional Reading book studies for newly hired and veteran staff members
- Provide opportunities to network with other FUSD schools and Regional team for development and alignment of best practices, common formative assessments and lesson instruction

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, knowledge and understanding of Sunnyside Regional work around Disciplinary Literacy, Social Emotional Learning, support with GVC, utilization of IPG for instructional planning and FUSD math/ELA resources and FUSD Math/ELA resources
- Provide on-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for newly hired and veteran staff members
- Academic Instructional Coach to provide coaching support through planning, side by side coaching, modeling of lesson, data analysis and lesson development
- Provide opportunities for supplemental contracts for additional Professional Learning opportunities for all staff members around Curriculum, Cultural Proficiency, SEL, Growth Mindset and Professional Reading book studies for newly hired and veteran staff members
- Provide opportunities to network with other FUSD schools and Regional team for development and alignment of best practices, common formative assessments and lesson instruction
- Provide Regional Literacy grant Professional Learning for Preschool through 1st grade (Yr.1)

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	94.16 %	94.8 %	2023-2024	95.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Connections Goal- Site Defined

Provide multiple and varied opportunities to fully support and encourage family collaboration and engagement. Opportunities will continue to include:

Family/Community Connectedness Opportunities through:

- Back to School Night/Open House
- Fall/Spring Family Fun Nights
- Parent/Teacher Conferences
- Parent input through SST/ IEP
- Super Sons/Darling Daughter Evening Events
- Family Fun Lip Sync Night/Talent Show
- Quarterly Academic Awards Assemblies
- Winter/Spring Athletic Awards Assemblies
- Monthly Events-Character Counts Month, Spartan of the Month, Multicultural Focus months
- Carnival
- Scholastic Book Fair/ Taco trucks
- Penguin Patch
- Student Connection Grams (3 times a year)
- Community Outreach
- Parent Volunteers
- Parent Chaperones
- Grade level performances
- Drama Club Performance
- Music/Band/Choir Performances
- Parent Faculty Club (PFC)

Open Communication through:

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

There was no disproportionality within subgroups.

- Home School Liaison (HSL)
- Administration accessibility
- Restorative Practice Coach supports
- Storey Website, Peach Jar, Storey Facebook, Parent Square, Class Dojo, flyers and marquee

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

There will be no changes within this goals and actions for family engagement. Storey will continue to fully implemented opportunities and activities to support and encourage family collaboration and engagement along with the focus of continued development and refinement of monthly cultural awareness opportunities. Per District initiative, Storey is currently one site listed to receive a CSA (Campus Security Assistant) for 2024-25. This addition will provide additional opportunities for student engagement and family connections.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Feedback and input included continuing with instructional strategies and structures in place to continue quality instruction.	Feedback and input included continuing with instructional strategies and structures in place to continue quality instruction.	Feedback stated from staff to continue with current instructional plan and services.

SSC:

- Academic/Athletic Awards Assemblies
- Ongoing/Monthly/Quarterly Attendance recognition and incentives
- TSA/Reading Specialist for RTI
- Teaching Fellows for Tier 2 (Site Funded if not available through Regional Early Literacy Plan)
- 3.5 Office Assistant to support with Climate/Culture, SEL and site needs for student success.
- Extra pay contracts for after school tutoring
- Ensure Technology upgrades available and additional tablet for classrooms when needed
- SEL resources
- Continue Spartan Clubhouse for student SEL support
- Materials/supplies

ELAC:

- Full time home school liaison (currently District funded)
- Certificated tutors for intervention
- ELPAC assessors
- Babysitting for Parent University classes and ELAC meetings
- Parent University classes and English classes on site
- ELAC meetings Refreshments for parent training
- Homework/Tutoring support
- Materials/supplies for classes
- EL awards recognition (incentives, recognition and medals for reclassification)

Staff:

- RtI- Full time Reading Specialist/TSA to be site funded if not funded through Sunnyside Regional Literacy Plan to ensure fully implemented RTI and PLC/PL support
- Academic Instructional Coach- District funded
- Supplemental contracts for tutoring
- Supplemental contracts for additional student engagement opportunities (ie: Peach blossom, spelling bee, yearbook, etc.)
- Supplemental contracts for Goal 2 and student engagement opportunities
- 2 Teaching Fellows for Tier 2 intervention
- 1 Teaching Fellow to provide support in SEL Spartan Clubhouse
- Technology (classroom upgrades as needed)

- Multicultural learning
- Professional Learning Opportunities
- Monthly focus on Cultural Awareness

- Subscriptions (grade level specific)
- Professional Learning/materials for continued Write Tools implementation
- Site licenses
- iReady Library licenses
- SEL Resources and site student support through Spartan Clubhouse
- Grade Level Planning days for Quarters 1, 2, 3, 4
- Additional planning time for development/Refinement of Essential Standards in ELA and Math and Write Tools Planning (per PLC needs)
- Sub release for teacher observation/MLD
- Sub release for IEP/ SST's
- Materials/supplies
- Clubs supplemental contracts- Certificated and classified
- 3.5 Office support
- ELPAC assessors
- Graphics
- Snacks for testing
- Student Awards/Incentives
- Professional Learning Training opportunities
- Professional Learning opportunities through book studies/publications
- Multicultural Events/monthly
- District funded Restorative Practice Coach (RPC)
- Counseling for at-risk students
- Professional Learning Conferences
- Write Tool Instructional Binders/Professional Reading/Growth-book studies

Action 1

Title: Inclusive Opportunities for Family Engagement

Action Details:

Storey Elementary will provide and promote relationships with families, support overall family well-being and children's healthy development. As families are engaged and partnerships are created, the common focus becomes helping children grow and thrive.

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

- Parent Sign-In Logs
- Parent Input on Needs Assessment
- Site Developed Forms Surveys as needed
- Parent Questionnaires
- Parent Volunteers
- Count of Attendees with Events
- Parent Portal
- Climate Culture Survey Data Results

Owner(s):

- Administration
- Certificated Staff
- Parent/Students
- Classified Staff

Timeline:

- On-going
- Event specific sign in
- Monthly monitoring
- Yearly monitor

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

Critical partners for student achievement will include:

- Title 1 Meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding resources, parent involvement, parent rights under Title1. Title 1 information will be provided through PowerPoint at beginning of year meeting. Translators will be provided for parents in need of translation. Resources will be available on Storey website as well.
- Parent emails, EduText, Peach Jar, Phone Calls, Class Dojo, Social Media District/Site Platforms, School Marquee, Weekly Smores Newsletter, Parent Square, Parent University English Classes, Parent Communications to be provided in English and Spanish as needed.
- ELAC Meetings will provide stakeholders the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC Summative scores and how to prepare students of ELLs to become proficient in reading, writing, listening and speaking.
- Students' academic performance, social emotional needs and overall site program improvement plans will be evaluated with stakeholder. SSC meeting will be scheduled during the most convenient time of day for the majority of families.
- Mileage for home visits

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Increase parent involvement in SSC, Parent Engagement classes on site, ELAC, and DAC
- Host Parent University English classes for parents to support understanding and connectedness to site
- Home School Liaison to support and increase parent understanding and connectedness
- Mileage for home visits
- Fund Certificated assessors for ELPAC assessment
- EL Afterschool Tutoring
- Materials and Supplies provided to support family participation
- Babysitting to increase parent opportunity for engagement in on campus classes and meeting participation

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Family surveys for 2023-24 around **School Environment** reflected 97% positivity in the area of safety and 100% for school rules and adults at school treat all students fairly. In area of **Student Engagement**, Family survey reflected 100% positivity.

There is no current data on low-performing sub-groups disproportionality. Storey has returned to the Family engagement structures and outreach since post pandemic.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation. **No Food or Incentives**	1,772.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental Contracts, Babysitting, and Supervision G1A1, G1A2	2,044.00

$3,816.00

2024-2025 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			Teacher Subs for Planning *No IEPs*	9,675.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for Grade Level Planning *No IEPs*	2,206.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology: Monitors, Laptops, Doc Cameras, Accessories G1A1, G1A2	544.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation G1A1	45,608.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.9375	Also supports G1A2, G2A1, G5A1	119,384.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for Planning	1,792.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Licenses and Subscriptions: Scholastic, Nearpod, Studies Weekly, Starfall, iReady Tool Kit, Swun Math, etc. G1A2	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Warehouse Orders, Office Depot, GW, School Specialty, Vallarta, Incentives, G1A1, G1A2, G3A1, G4A1	15,850.00
G1A1	Sup & Conc	Instruction	Direct Trans			Transportation: Incentive Trips and Celebrations G1A1, G1A2	500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology and Equipment Maintenance G1A1	500.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food Services: Student Incentives, Celebrations, Staff Meetings G1A1, G1A2, G3A1, G4A1	3,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Subs for PL, ILT and Climate & Culture Conferences, Data Chats, Grade Level Planning G1A2	2,389.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Reg	Assistant, School Office	0.4375	Also Supports with G1A2, G3A1, G5A1	27,116.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375	Also Supports with G1A2, G2A1, G5A1	18,652.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Mileage and Travel G1A1, G1A2, G3A1	300.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.0625	Also supports G1A2, G2A1, G5A1	7,960.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Subs for ELD Planning and Instructional Rounds G1A2	15,558.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	5,271.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Supplemental Contracts to Support EL Learners and Interpreters for PTC G1A2	1,315.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Licenses and Subscriptions: Scholastic, Nearpod, Studies Weekly, Starfall, iReady Tool Kit, Science Weekly, Booksetc.	8,465.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies: Warehouse Orders, Office Depot, GW, School Specialty, etc. G1A2	4,999.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food Services: Student Incentives, Celebrations, and Participation	4,500.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphics: G3A1	1,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation. **No Food or Incentives**	1,772.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental Contracts, Babysitting, and	2,044.00

G5A1	Parent Participation	Oth Cls-Supp	Supervision G1A1, G1A2	2,044.00

	$301,400.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$59,805.00
Sup & Conc	7090	$191,483.00
LCFF: EL	7091	$50,112.00
Grand Total		**$301,400.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$296,584.00
G3 - Increase student engagement in their school and community	$1,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$3,816.00
Grand Total	**$301,400.00**

05/10/2024