

Storey Elementary

10621666111249

Principal's Name: Gia Picchi-Shirley

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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District Goals	
<p>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.</p>	
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

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

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Gia Picchi-Shirley	X				
2. Chairperson - James Wendt				X	
3. Kelley Paul		X			
4. Enedina Viveros		X			
5. Laura Avakian		X			
6. Yajaira Corona			X		
7. Estephania Hernandez				X	
8. Amy Xiong				X	
9. Sunnie Riojas				X	
10. Gerard Johnson				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: 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		3/26/25
SSC Chairperson	James Wendt		3/26/25

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

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

FY 2025/26

Storey - 0430

ON-SITE ALLOCATION

3010	Title I	\$60,582 *
7090	LCFF Supplemental & Concentration	\$195,108
7091	LCFF for English Learners	\$43,890

TOTAL 2025/26 ON-SITE ALLOCATION	\$299,580
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,756
Program Budget	\$58,826
Total Title I Allocation	\$60,582

ESSA Assistance Status: Not Identified for Assistance

Storey Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth			54.1 %	2024-2025	55.2 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			51.2 %	2024-2025	52.3 %
SBAC ELA - Average distance from standard	✓	3.9 pts	7.4 pts	2023-2024	22.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	53.9 %	58.7 %	2023-2024	63.7 %
SBAC Math - Average distance from standard	✓	0 pts	-16.9 pts	2023-2024	-1.9 pts
SBAC Math - percentage of students met/exceeded standard	✓	47.6 %	44.3 %	2023-2024	49.3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1- Not all students are reading and writing on grade level as identified on SBAC and iReady Diagnostics. There are no subgroups in the Red classification per California Dashboard report. However, the lowest performing student groups in the orange classification are: Students with Disabilities

Action 2- Not all students are performing on grade level in math as identified on SBAC and iReady Diagnostic. There are no subgroups in the Red classification per California Dashboard report. However, the lowest performing student groups are: English Learners, Students with Disabilities and Social Economic Disadvantaged

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1-

1. Students are entering current grade levels with different skillsets
2. Not all students are entering on grade level
3. The need for continued development and refinement in foundational skills instruction for staff
4. The need for developing and continued Professional Learning for writing process
5. PLC's have not used CFA's and data analysis to the fullest extent to drive instructional decisions

Action 2-

1. Not all students have mastered conceptual math skills
2. Not all students have mastered math fluency
3. PLC's have not used CFA's and data analysis to the fullest extent to drive instructional decisions
4. The need for continued development and refinement in math teaching (conceptual and procedural) strategies

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1-

1. Tutoring/Intervention for identified students not on grade level
2. Professional learning opportunities at site level targeted through Write Tools, data analysis and good first teaching strategies. Along with Regional/District Professional Learning (PL) for all staff to continue to develop and refine PLC+
3. Consistently utilizing checking for understanding, wait time, criteria for success, and teacher clarity
4. Implementation of PLC+ Foundations and use of formative assessments
5. Parent engagement; opportunities to participate in parent trainings for academic and SEL

Action 2-

1. Professional learning opportunities at site level targeted through math protocols, number sense, data analysis and good first teaching strategies. Along with Regional/District Professional Learning (PL) for all staff to continue to develop and refine PLC+
2. Consistently utilizing checking for understanding, wait time, criteria for success, and teacher clarity
3. Implementation of MLD lesson delivery for student clarity and ownership
4. Tutoring/Intervention for identified students not on grade level
5. Parent engagement; opportunities to participate in parent trainings for academic and SEL

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA

Partially Implemented

The actions were partially implemented. Tiered levels of support were implemented however, Professional Learning focus has not been completed as it is a multi-year implementation plan for learning. PLC and CFA cycles are continuing to be developed and refined due to limited PLC and PL scheduled time. Limited availability to secure sub event numbers hindered opportunities for additional teacher collaboration, planning and data analysis.

Action 2: Math

Partially Implemented

The Tier 2 Math Intervention was partially implemented, with 5th and 6th grades receiving support mid-year. However, not all grades were included in the initial rollout. Professional learning (PL) efforts have primarily focused on literacy, particularly with Write Tools, leaving limited time for math-specific professional development. Due to constraints on PL and PLC time, the development and refinement of PLC cycles and Common Formative Assessments (CFAs) are ongoing. Additionally, the inability to secure substitute coverage has hindered opportunities for additional teacher collaboration, planning, and data analysis.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA

Partially Effective

The actions were partially effective- Data pulled for SBAC shows overall 58.7 % students Meets or Exceeds Standards, 7.4 points above standard. California Dashboard did not identify any red student groups, however, site focus groups continue to be our Students with Disabilities and English Learners. Students with Disabilities were 70 points below standard, declining 3.7 points from prior year. English Learners were 51.7 points below standard, declining 13 points from prior year.

Action 2: Math

Partially Effective

The actions were partially effective- Data pulled for SBAC shows overall 44.3 % students Meets or Exceeds Standards, 16.9 points below standard. California Dashboard did not identify any red student groups, however, site focus groups continue to be our Students with Disabilities and English Learners. Students with Disabilities were 78.8 points below standard, declining 12.6 points from prior year. English Learners were 71.2 points below standard, declining 15.9 points from prior year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to strengthen our current actions to support the site Literacy program and math. This will include substitute release opportunities for grade level planning with addition to professional development release time during the instructional day.

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

SSC:

Feedback from SSC stated to continue with instructional plan and services.

Additional Suggestions included:

- Parenting training opportunities to provide supports with grade level curriculum and teaching strategies
- Math/Academic Parent/Family events
- Continue with Tier 2 supports with Intervention teacher and Teaching Fellows
- SEL resources for families
- Continued Clubhouse with Teaching Fellow support for student success
- ASP
- Student Incentives: Attendance, Academics, Sports, iReady growth recognition, etc.
- Teacher planning days
- Student devices for classrooms
- Materials and supplies for teachers

ELAC:

Feedback from English Learner Family Needs Survey from site ELAC stated to continue with instructional plan and services.

Additional Suggestions included:

- Increase bilingual instructional aides, interpreters and translators
- Support for newcomer students with limited English
- Increase extra curricular and enrichment activities such as sports for grades 4th and below.
- Continued need for HSL

Staff:

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

Suggestions for 2025-26 included:

- Sub release for grade level planning days
- Grade Level planning day (prior to beginning of school and quarterly)
- Sub release for Peer observations
- Sub release of SST/IEP's
- Supplemental contracts for after school tutoring
- Supplemental contracts for additional student engagement opportunities (i.e. Peach Blossom, Spelling Bee, yearbook, talent show, Student Council, etc.)
- Supplemental contracts for Goal 2
- Teaching Fellows for Tier 2 intervention and SEL support in Spartan Clubhouse
- Site Licenses/Subscriptions (grade level specific)
- Academic Instructional Coach (currently district funded)
- RTI Instructional Coach (currently Early Literacy Regional Grant funded)
- Technology (classroom upgrades as needed)
- Professional Learning Materials and training resources
- SEL resources
- Clubs supplemental contracts
- Materials/supplies
- 3.5 resource assistant (if funds available)
- ELPAC assessors
- Graphics
- Snacks for PL
- Snacks for Testing
- Student awards/incentives
- Professional Learning training opportunities
- Multicultural events/learning
- Counseling services

Action 1 :

ELA

Action Details:

ELA-Storey Tiered System of Supports:

The tiered system of supports for ELA will continue, guided by rigorous, complex texts aligned with the Instructional Practice Guide (IPG), California State Standards, and responsive intervention through the MTSS framework.

- **Tier 1:**
Intervention strategies are integrated into the close reading approach, using the GVC and PLC-developed instructional materials, which are implemented daily in all classrooms. Enrichment in digital literacy will be extended to all students (K-6), incorporating complex text and research practices online. Preschool through 1st grade will focus on foundational skills using Heggerty and participate in the Regional Literacy Plan. The Instructional Coach will provide coaching cycles, side-by-side teaching, and PLC support for planning and backward mapping.
- **Tier 2:**
Struggling learners, identified through assessments like iReady, BPST, BAS, CFAs, IABs, FIABs, FSA, Dibels, and teacher judgment, will receive targeted support. In grades TK/K, this will be in-class support, while grades 1-6 will have 8-week intervention sessions with the TSARTI Reading Intervention, based on common assessments, iReady diagnostics, and learning profiles. Kindergarten students will receive priority for after-school intervention.
- **Tier 3:**
Students not showing progress after two sessions of intervention will be referred to the SST process to determine if formal assessment is needed.

Goal: By June 2026, Storey Elementary will increase distance from standards in ELA from +6 to +21 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 TSARTI Instructional Coach will work collaboratively with PLC's to support instruction aligned to grade level California State Standards and scope and sequence.

- **1. Targeted Tutoring/Intervention for Identified Students Not on Grade Level**
 - TSARTI Instructional Coach oversee and provide Tier 2 intervention program with Teaching Fellows (funding sources: Sunnyside Regional Early Literacy Grant or site funding).
 - 2 Teaching Fellows to support Tier 2 intervention up to 16 hours per week for RTI pull-out.
 - After-school tutoring for K-6 students significantly below grade level in foundational skills and literacy strategies (voluntary certificated/classified contracts).
 - EL Data Chats to set expectations and commitments for student linguistic and academic achievement.
 - Provide EL students with opportunities to engage in ELPAC-type tasks appropriate to their proficiency levels.
 - Kindergarten after school tutoring for identified students in need.
- **2. Professional Learning Opportunities at Site Level and Regional/District PL**
 - SHS Regional Early Literacy Grant (Preschool-1st) to provide professional learning on foundational skills and equity for adult growth.
 - Continued integrated instruction through Write Tools for writing TK-6 (Year 3).
 - Academic Instructional Coach to provide ongoing PL, coaching cycles, and PLC support.
 - Professional learning opportunities in culturally responsive teaching (Equity & Literacy).
 - Professional Learning Conferences/Travel opportunities supported by FUSD, Sunnyside Region, or site.
 - Professional Consulting for additional professional learning opportunities.
 - Teacher substitutes and supplemental contracts for grade level planning and professional learning

- Materials and supplies to support literacy
 - 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 site and grade level determined
 - Mileage for home visits, travel to conferences, etc.
3. **Consistently Utilizing Effective Instructional Strategies**
- Continue schoolwide integrated literacy instructional program to include: Close Reading, text annotation, complex text, GVC, collaborative conversations, and standards-aligned writing.
 - Classroom foundational Instruction to include Heggerty, Orton Gillingham and good first teaching strategies
 - Continue implementation of iReady-aligned online instruction to target individual student learning.
 - Continue SBAC-aligned assessments to support standards-based instruction using online tools, site-based refinement, and common assignments.
 - Provide EL students structured opportunities for daily practice aligned with EL standards.
4. **Implementation of PLC+ Foundations and Use of Formative Assessments**
- Administrative Team Continuous Cycle of Review around Problem of Practice (PLC+ and 4 Grounding Questions).
 - Administrative Team Instructional Walks utilizing IPG Data collection for feedback.
 - Alignment with Regional Team for continued focus on Literacy, Relationships, ELA, Mathematics, and Professional Learning Communities.
 - Regional ILT to provide additional PLC+ professional learning for lead teachers.
 - Data Chats scheduled after iReadyDiagnostics to review student data and adjust classroom instruction.
 - TSARTI Instructional Coach to support PLCs in data analysis and instructional alignment.
 - Academic Instructional Coach to support PLC work and instructional strategies in the classroom.
5. **Parent Engagement: Training for Academic and SEL Support**
- Kindergarten Outreach and Assessment Day before school starts for FSA testing and parent engagement.
 - Incentives for students achieving literacy growth.
 - Incentives and award recognition for EL students with reclassification and ELPI level growth.
 - Mileage for home visits and parent engagement outreach.
6. **Infrastructure and Resource Support**
- Purchase replacement technology (tablets, laptops, projectors) for digital literacy and integrated technology use.
 - Purchase site licenses and subscriptions for digital text sources to extend access to complex texts.
 - Resource Lab Assistant (0.4375 FTE) for materials ordering and instructional support.
 - Extra salaries for instructional aides/classified staff for intervention and student support.
 - Graphics to support instruction (anchor charts, reusable organizers, literacy visuals).
 - Testing administrations supported by district snack program to ensure student focus.

ELA Regional Literacy Plan - Through the Sunnyside Regional Literacy Plan, Storey PreSchool-1st grade will engage with Year 3 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.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

Per the California Dashboard, the English Learner student group is not identified in Red. However, continued supports will be provided for English Learner student group because this is a site identified area of focus. 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 good first teaching instructional strategies, along with:

- 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
- 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
- LTEL targeted reading opportunities
- 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)

- Use ELPAC data in Ellevation to monitor and identify EL academic progress and needs
- Newcomer's support

Student Groups

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

Planned expenses to support target groups will include:

- Foundational skills instructional materials for small group/individual instruction
- Intervention material
- Student incentives
- Teacher planning sub release and/or supplemental contracts

Students with Disabilities (SWD):

English Learner (EL):

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

Planned expenses to support target subgroups will include:

- Subscriptions (Supplemental academic learning)
- Intervention material
- Foundational skills instructional materials for small group/individual instruction
- Student incentives
- Teacher planning sub release and/or supplemental contracts

Students with Disabilities (SWD):

English Learner (EL):

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

Planned actions to support targeted student groups will include:

- Individual student conversations for ownership and understanding for learning goals aligned with iReady diagnostics
- Small group instruction
- Scaffolding
- Digital literacy
- Tutoring
- Professional learning for paraprofessionals in both SPED and primary GE classrooms

Students with Disabilities (SWD):

English Learner (EL):

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback for admin alignment/calibration and ensure weekly visits for all classes

Outcomes measured by walkthrough data focused on IPG and PL school focus areas of teacher clarity, student discourse, good first teaching, criteria for success

Outcomes monitored by Principal, VP, and teachers. Classroom visitation findings to be shared and reflected on with ILT for next steps.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments, PLC developed CFA, IEP goals/growth.

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. Students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.

Outcomes monitored by teachers, grade level PLCs, administrator and data chat analysis (D1, D2 and D3)

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Results: Increase the distance from meeting standards in ELA from +6 to +21

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal, Academic Instructional Coach, RTI Instructional Coach, ILT, and teachers

Action 2 :

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 MLD protocols
- 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

Goal: By June 2026, Storey Elementary will decrease distance from standard in math from -20 to -5 as measured by the Smarter Balance Summative Assessment.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 target instructional decisions.

Instructional Practices:

- Continue school-wide use of the Mathematical Practices (conceptual and procedural) and focused reteaching
- Continued implementation of MLD structures for lesson delivery.
- 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 concepts.
- Implement integrated SBAC-aligned assessments that support and inform standards-based instruction through use of online tools, formative assessments, and common assignments.

Professional Development:

- Administrative Team continues cycle of review around Problem of Practice (Professional Learning Communities- Grounding Questions).
- Administrative Team calibration around Instructional Practice Guide (IPG) walks.
- Opportunities for Professional Learning Conference/Travel opportunities as identified by FUSD and Sunnyside Region.
- Professional Learning resources for ILT and staff.

Student Support and Interventions:

- Tiered Levels of Support.
- TSARTI Instructional Coach to provide Tier 2 intervention
- Tier 2 Intervention to utilize adopted program online component which is responsive to students' individual needs.
- Extra salaries for Certificated and Classified staff to offer after-school tutoring in math in grades K-6.
- Incentives for students for achievement in math.

Instructional Resources:

- Graphics to support instruction through anchor charts, reusable graphic organizers, and other related math charts.
- Materials and supplies for hands on learning.
- Testing administrations supported with district snack program.
- Technology to support math instruction.

Coaching and Collaboration:

- Academic Instructional Coach to work alongside PLC's with implementation of MLD strategies, PLC lesson planning and provide side-by-side teaching opportunities.
- TSARTI Instructional Coach to participate and support PLC's for instructional planning, backward mapping, and Essential Standard development.
- TSARTI Instructional Coach support with development and monitoring of grade-level Math Fluency practice structure to target progress for grades 1st-6th grade.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

Per the California Dashboard, the English Learner student group is not identified in Red. However, continued supports will be provided for English Learner student group because this is a site identified area of focus. With Title I funds, we plan to support English Learners and all students through Math Lesson Design structure for lesson delivery. These skills will support student understanding for procedural and conceptual application to mathematical word problems. Classroom instruction will also include:

- Use ELPAC data in Ellevation to monitor and identify EL academic progress and needs
- Digital resources
- Tier 2 math intervention opportunities
- Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year or who are not showing progress in math
- ELPAC administration assessors and substitutes
- Materials and supplies provided to support EL program
- Awards and incentives presented to EL students as they reach reclassification
- Newcomer Support

Student Groups

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

Planned expenses to support target subgroups will include:

- Subscriptions (Supplemental academic learning)
- Intervention material
- Student incentives
- Teacher planning with substitute release time and/or supplemental contracts

English Learner (EL):

Students with Disabilities (SWD):

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

Planned expenses to support target subgroups will include:

- Subscriptions (Supplemental academic learning)
- Intervention material
- Foundational skills instructional material for individual and small group material
- Student incentives
- Teacher planning with substitute release time and/or supplemental contracts

Students with Disabilities (SWD):

English Learner (EL):

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

Planned expenses to support target subgroups will include:

- Individual student conversations for ownership and understanding for learning goals aligned to iReadyDiagnostics
- Small group instruction
- Scaffolding
- Digital literacy

- Tutoring
- Professional learning for paraprofessionals in both SPED and primary GE classrooms

Students with Disabilities (SWD):

English Learner (EL):

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback for admin alignment/calibration and ensure weekly visits for all classes

Outcomes measured by walkthrough data focused on IPG and PL school focus areas of teacher clarity, student discourse, good first teaching, criteria for success

Outcomes monitored by Principal, VP, and teachers. Classroom visitation findings to be shared and reflected on with ILT for next steps.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments, PLC developed CFA, IEP goals/growth.

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. Students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.

Outcomes monitored by teachers, grade level PLCs, administrator and data chat analysis (D1, D2 and D3)

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Results: Increase the distance from meeting standards in Math from -16.9 to -1.9

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal, Academic Instructional Coach, RTI Instructional Coach, ILT, and teachers

2025-2026 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			G1A2. Teacher Subs for Planning *No IEPs or 504s*	5,000.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			G1A2. Supplemental contracts for planning. *No IEPs or 504s*	2,500.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			G1A2. Technology: monitors, laptops, doc cameras, accessories	1,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows	47,782.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning	40,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts	10,120.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G1A2. Classified supplemental contracts	2,571.00
G1A1	Sup & Conc	Instruction	Bks & Ref			G1A2. Licenses and subscriptions	34,844.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2, G3A1, G5A1. Materials and supplies. Warehouse orders. Incentives. Etc.	50,408.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A2. Technology	5,000.00
G1A1	Sup & Conc	Instruction	Travel			: G1A2. Teacher conferences	15,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			G1A2. Transportation: Incentive trips and celebrations.	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A2. Technology and equipment maintenance	500.00
G1A1	Sup & Conc	Instruction	Direct-Food			G1A2, G3A1, G3A2, G4A1. Food services: student incentives, celebrations, staff meetings	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools training + consult	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			G1A2. Admin Subs for PL, ILT, CCT, Data Chats, Grade Level Planning	2,035.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375	Also supports with G1A2, G2A1, G3A2	19,329.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			G1A2, G3A2. Mileage and travel	300.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			G1A2. Teacher subs for ELD planning and instructional rounds	10,727.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	5,272.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			G1A1. Classified supplemental contracts	1,965.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: G1A2. Licenses and subscriptions	9,025.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A2. Materials and supplies. Warehouse orders. Etc.	7,081.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			G1A2. Technology	3,390.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			G1A2, G3A2, G4A1. Food services: student	4,465.00

2025-2026 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		Parent Participation	Direct-Food			incentives, celebrations, and participation	4 465 nn

\$288,315.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	91.3 %	90.1 %	2024-2025	91.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, the percent favorable in student-centered/real world experiences domain of the Fall Climate & Culture student survey increased 3% from Spring 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Comparison of Spring 2024 to Fall 2024 Climate Culture student survey does show an increase overall in all areas except for one question within the domain, which asks "my school prepares me for life with real world experiences". This specific question decreased 1%. Causes that contributed to this include:

1. Parent concerns for allowing students to attend out of town field trip opportunities.
2. Opportunities for adding additional student involvement were limited due to lack of available staff for coaching clubs and programs beyond what is currently offered.
3. Shortage in staffing; not able to fill all open para positions

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Continued parent informational meetings and communications to discuss the opportunities provided from field trips and student participation
2. Continued outreach for staff/community engagement to provide additional clubs and programs beyond what currently is in place
3. Continue to work to fill all open para positions through FUSD hiring process

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Culture of Kindness

Partially Implemented

The actions were partially implemented.

1. Clubs- There was a participation rate of 69.3% in onsite club opportunities and culture of kindness. Grades 1st-6th was higher due to entry into ATLAS. TK, Kinder and SPED participation was not entered into ATLAS. Entry for participation in all grades is a focus.
2. Multicultural Engagement- Monthly focus provided opportunities for voluntary engagement activities outside of the classroom. Not all students participated. A focus to continue to develop strategies for increasing student engagement.
3. Monthly Pillar/Student Recognition Focus- This was fully implemented with Spartan of the Month, Spartan with the Right Attitude, and Character Counts focus to support student success and connections to school.

Action 2: Field Trips and Goal 2 Learning Experiences

Fully Implemented

The actions currently taken are fully implemented. There was an increase in the Fall Climate & Culture survey of 3%. However, we continue to focus on developing additional activities/engagements to provide students with opportunities to connect with site and staff. Continued parent meetings and communications to support understanding of the importance of field trip and real life experience opportunities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Culture of Kindness

Effective

The actions were effective. The increase in the Fall Climate & Culture survey show student feel connected and provided opportunities for student centered and real world experiences.

Action 2: Field Trips and Goal 2 Learning Experiences

Effective

The actions were effective. The increase in the Fall Climate & Culture survey show student feel connected and provided opportunities for student centered and real world experiences.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

There will be no major changes to our current actions in place. However, we will continue to seek to increase community engagement opportunities and additional real world experiences, field trips and learning opportunities.

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

SSC:

Feedback from SSC stated to continue with instructional plan and services.

Additional Suggestions included:

- Parenting training opportunities to provide supports with grade level curriculum and teaching strategies
- Math/Academic Parent/Family events
- Continue with Tier 2 supports with Intervention teacher and Teaching Fellows
- SEL resources for families
- Continued Clubhouse with Teaching Fellow support for student success
- ASP
- Student Incentives: Attendance, Academics, Sports, iReady growth recognition, etc.
- Teacher planning days
- Student devices for classrooms
- Materials and supplies for teachers

ELAC:

Feedback from English Learner Family Needs Survey from site ELAC stated to continue with instructional plan and services.

Additional Suggestions included:

- Increase bilingual instructional aides, interpreters and translators
- Support for newcomer students with limited English
- Increase extra curricular and enrichment activities such as sports for grades 4th and below.
- Continued need for HSL

Staff:

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

Suggestions for 2025-26 included:

- Sub release for grade level planning days
- Grade Level planning day (prior to beginning of school and quarterly)
- Sub release for Peer observations
- Sub release of SST/IEP's
- Supplemental contracts for after school tutoring
- Supplemental contracts for additional student engagement opportunities (i.e. Peach Blossom, Spelling Bee, yearbook, talent show, Student Council, etc.)
- Supplemental contracts for Goal 2
- Teaching Fellows for Tier 2 intervention and SEL support in Spartan Clubhouse
- Site Licenses/Subscriptions (grade level specific)
- Academic Instructional Coach (currently district funded)
- RTI Instructional Coach (currently Early Literacy Regional Grant funded)
- Technology (classroom upgrades as needed)
- Professional Learning Materials and training resources
- SEL resources
- Clubs supplemental contracts
- Materials/supplies
- 3.5 resource assistant (if funds available)
- ELPAC assessors
- Graphics
- Snacks for PL
- Snacks for Testing
- Student awards/incentives
- Professional Learning training opportunities
- Multicultural events/learning
- Counseling services

Action 1 :

Culture of Kindness, Field Trips & Goal 2 Experiences

Action Details:

Storey is committed to providing students with meaningful learning experiences through field trips, assemblies, and presentations that expose them to real-world careers and diverse educational opportunities. These experiences may include in-person visits, virtual tours, field trips, and interactive assemblies designed to expand students' career awareness and understanding of the world around them.

In addition, Storey will continue to promote multicultural awareness and appreciation by offering assemblies, community presentations, guest speakers, and cultural events. Through these opportunities, students will develop a deeper understanding of different cultures and backgrounds.

Fostering a *Culture of Kindness* remains a core commitment at Storey, emphasizing understanding, responsible citizenship, and positive character development. Students in grades TK-6 have access to various onsite activities, clubs, athletics, and school-connected programs coordinated by staff to support their social and emotional growth.

The *Character Counts* initiative, alongside Storey's yearly theme, strengthens a positive school climate, ensuring a safe and supportive learning environment. Through school-wide activities, students will embrace the *Six Pillars of Character* on a daily, monthly, and yearly basis.

Furthermore, our *Climate and Culture* team will continue to highlight and celebrate cultural diversity by recognizing different cultures each month. These ongoing experiences will enhance students' social-emotional well-being, promote academic success, and instill essential character traits that empower them to engage positively with others and grow into responsible, compassionate individuals.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Storey will continue to implement the following to ensure student engagement and provide real world experiences.

Character Development, Growth Mindset & Bullying Prevention

- Teacher Launch: Introduction of the school-wide theme to promote character traits, growth mindset, and bullying prevention.
- Restorative Practices Professional Learning: Staff training to support positive behavior interventions.
- Weekly Class Meetings: Discussions focused on character, social-emotional learning, and community building.
- Second Step Program: Ten structured lessons per semester to support social-emotional growth.
- Character Counts Week Rally: Dedicated activities emphasizing the *Six Pillars of Character*.
 - Monthly Character Counts Pillar Recognition: School-wide focus on a character pillar with student recognition.
- Monthly SEL Lunch engagement: Activities to foster kindness and inclusion.
- Red Ribbon Week: Promoting healthy, drug-free lifestyles.
- Read Across America Week: Encouraging a love for reading and literacy.

Student Recognition & Incentives

- Student of the Month & Spartan Lunch with Administration
- Spartan with the Right Attitude Weekly Recognition
- Student Attendance classroom incentives
- Awards Assembly- Academic, Athletic, Merit

Student Engagement & Leadership

- Kind Kids Club & Mindfulness Club with RPC
- Student Council
- Spelling Bee & Peach Blossom Festival Participation
- Disability Awareness Week
- Reclassification Recognition
- Career Readiness Field Trips & Assemblies (Provided by FUSD)

- Goal 2 Field Trips (Supporting College & Career Readiness)
- Site funded Field Trips/Real World experiences

Social-Emotional Learning & Restorative Practices

- Assemblies Focused on Social-Emotional Learning & Cultural Awareness
- Restorative Circles (Tier 1 & Tier 2)
- RPC Sessions for Identified Tier 2 & Tier 3 Students
- 2X10 Outreach (Quarterly Teacher & NTA Check-ins for At-Risk Students)
- Continuation of Spartan Clubhouse for Tier 1 SEL Supports & Student Engagement
- One Teaching Fellow to Support Spartan Clubhouse

Cultural Awareness & Inclusion

- Calendar of Monthly Multicultural Experiences, including but not limited to:
 - Black History Month
 - International Women's Day
 - Hmong Cultural Awareness
 - Kindness Week
 - Hispanic Heritage Month
 - Women's History Month
 - Inclusion Awareness
- Student Incentives & Contests for Monthly Cultural Focus Events

Resources & Support

- Professional Learning Books for Staff (Supporting Character Development & SEL)
- Materials & Supplies for Student Incentives, Student Recognition, Character Pillars, SEL, Spartan Clubhouse, and Cultural Activities

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

Per the California Dashboard, there are no student groups identified in Red. However, continued supports will be provided for English Learner student group because this is a site identified area of focus. Storey will continue to focus on site identified student groups through ongoing assessment data. With Title I funds, one student group 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.

- Use of HSL for parent outreach and communication with parents of English Learners
- Outreach through school and HSL to increase participation
- No specified student group identified: all students will engage in development of ideals of understanding to be 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
- Rewards and incentives for EL students being reclassified and moving bands
- Climate Culture Specialist to provide training in alignment with site needs around SEL

Student Groups

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

Planned expenses to support target groups will include:

- Foundational skills instructional materials for small group/individual instruction

- Intervention material
- Student incentives
- Teacher planning sub release and/or supplemental contracts

Students with Disabilities (SWD):

English Learner (EL):

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

Planned expenses to support target groups will include:

- Foundational skills instructional materials for small group/individual instruction
- Intervention material
- Student incentives
- Teacher planning sub release and/or supplemental contracts

Students with Disabilities (SWD):

English Learner (EL):

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

- Individual student conversations for ownership and understanding for learning goals aligned with iReady diagnostics
- Small group instruction
- Scaffolding
- Digital literacy
- Tutoring
- Professional learning for paraprofessionals in both SPED and primary GE classrooms

Students with Disabilities (SWD):

English Learner (EL):

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Outcomes will show an increase on field trip attendance per ATLAS attendance report</p>
<p>Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback for admin alignment/calibration and ensure weekly visits for all classes</p>
<p>Outcomes measured by walkthrough data focused on IPG and PL school focus areas of teacher clarity, student discourse, good first teaching, criteria for success</p>
<p>Outcomes monitored by Principal, VP, and teachers. Classroom visitation findings to be shared and reflected on with ILT for next steps.</p>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Outcomes will be measured by an increase in percentage with student participation in activities/arts/athletics per ATLAS Engagement Summary Report.</p>
<p>District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments, PLC developed CFA, IEP goals/growth.</p>
<p>Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. Students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.</p>
<p>Outcomes monitored by teachers, grade level PLCs, administrator and data chat analysis (D1, D2 and D3)</p>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Outcomes will be measured by an increase in percentage on the panorama survey with comparison of Fall to Fall survey results</p>
<p>SBAC Results: Increase the distance from meeting standards in ELA from +6 to +21</p>
<p>Outcomes measured by growth from distance from standard.</p>
<p>Outcomes monitored by Principal, Academic Instructional Coach, RTI Instructional Coach, ILT, and teachers</p>

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		26.2 %	2023-2024	25.6 %
Suspension Rate	✓	0 %	1.5 %	2023-2024	1.17 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on California Dashboard, Chronic Absenteeism has decreased over the last year by 1.2%. There are no red identified student groups. Our orange identified student student groups are Asian, English Learners, Socio-disadvantaged, Student with disabilities. Suspensions have decreased by 0.4% from 1.5%. There are no identified student groups in red or orange.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Causes that lend to the Chronic Absenteeism include:

- Low participation at attendance meeting with Attendance Team
- Severe influenza wave through site
- Political climate due to immigration
- Increase in Short Term Independent Study contracts
- Family scheduled vacations during instructional days
- Students with chronic health conditions, specifically our SPED subgroup

Suspension rate at 1.5%. Continued focus on restorative practices and student/staff connections

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

In the area of Attendance:

- Continued monthly attendance incentives (classroom recognition)
- Quarterly attendance recognition (individual)
- Continued outreach to families through attendance team and HSL

In the area of Suspension:

- Continued focus on restorative practices
- Student/staff connections
- SEL supports

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement through Social Emotional Support

Fully Implemented

The actions were fully implemented. Spartan Clubhouse provides a safe space for student to participate in a small setting with supervised activities. School psychologist and RPC provide monthly SEL engagement/activity focuses to foster student confidence. These programs in place support structures for student attendance, student behaviors, and connections to school.

Action 2: Connections through Engagement & Attendance

Partially Implemented

The actions were partially implemented. HSL was able to make parent outreach communications and home visits when needed. Parent participation in Attendance meetings were a contributing factor.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement through Social Emotional Support

Effective

These actions were effective- Per the Panorama Survey, the Social Emotional Learning Domain showed 92% students feeling they have the tools to manage emotions, learn new things, and feel connected to their school. Also in the Panorama survey, there was a 9% increase in question stating "Students at this school care about each other". This supports with the positive structures in place for Attendance and Suspension.

Action 2: Connections through Engagement & Attendance

Partially Effective

These actions were effective- Attendance continues to be impacted by external factors. However, we continue to focus on parent attendance meetings, attendance incentives/recognition and staff/admin outreach with individual students.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a result of the analysis, there will be major changes. Storey will continue with systems in place which include:

- Reviewing behavior expectations: schoolwide, class meetings, Second Step and students identified for TST support.
- Continuing scheduling attendance meetings for students who are in Tiers 1 and 2 truancy status
- HSL continued outreach and family connections to support attendance

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

SSC:

Feedback from SSC stated to continue with instructional plan and services.

Additional Suggestions included:

- Parenting training opportunities to provide supports with grade level curriculum and teaching strategies
- Math/Academic Parent/Family events
- Continue with Tier 2 supports with Intervention teacher and Teaching Fellows
- SEL resources for families
- Continued Clubhouse with Teaching Fellow support for student success
- ASP
- Student Incentives: Attendance, Academics, Sports, iReady growth recognition, etc.
- Teacher planning days
- Student devices for classrooms
- Materials and supplies for teachers

ELAC:

Feedback from English Learner Family Needs Survey from site ELAC stated to continue with instructional plan and services.

Additional Suggestions included:

- Increase bilingual instructional aides, interpreters and translators
- Support for newcomer students with limited English
- Increase extra curricular and enrichment activities such as sports for grades 4th and below.
- Continued need for HSL

Staff:

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

Suggestions for 2025-26 included:

- Sub release for grade level planning days
- Grade Level planning day (prior to beginning of school and quarterly)
- Sub release for Peer observations
- Sub release of SST/IEP's
- Supplemental contracts for after school tutoring
- Supplemental contracts for additional student engagement opportunities (i.e. Peach Blossom, Spelling Bee, yearbook, talent show, Student Council, etc.)
- Supplemental contracts for Goal 2
- Teaching Fellows for Tier 2 intervention and SEL support in Spartan Clubhouse
- Site Licenses/Subscriptions (grade level specific)
- Academic Instructional Coach (currently district funded)
- RTI Instructional Coach (currently Early Literacy Regional Grant funded)
- Technology (classroom upgrades as needed)
- Professional Learning Materials and training resources
- SEL resources
- Clubs supplemental contracts
- Materials/supplies
- 3.5 resource assistant (if funds available)
- ELPAC assessors

- Graphics
- Snacks for PL
- Snacks for Testing
- Student awards/incentives
- Professional Learning training opportunities
- Multicultural events/learning
- Counseling services

Action 1 :

Student Engagement through SEL and Behavior Supports

Action Details:

The school will continue research-based programs to support positive behavior, social skills, safety, and bullying prevention. We feel these strategies and structures are the reason Storey has a low suspension rate of 1.5%. A tiered system will provide social skills training, RP Coach support, increased School Psychologist time, and targeted interventions for high-risk students. Growth Mindset and Restorative Practices training will focus on emotional intelligence, while Positive Discipline learning will continue. High-risk students with poor grades, low attendance, or behavioral issues will engage in meaningful jobs and receive RP Coach support. These efforts aim to improve student engagement, behaviors and school climate.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Instructional supports and services to students will include: Social-Emotional Learning & Support Programs

- Second Step (TK-6): School-wide implementation to teach social skills, self-monitoring, and non-cognitive skills (minimum of 10 lessons per semester).
- Restorative Practices (RP):
 - RP Coach for Tier 3 students
 - Restorative Circles for Tier 2 students to enhance communication and social skills.
 - RP Coach supports for students needing social/emotional and problem-solving skills development.
 - Behavior Support Plans and informal plans for at-risk students.
 - Tier 2 Intervention Specialist to provide individual and small group support
 - TST to meet monthly to review student outcomes and progress
- Spartan Clubhouse:
 - Social skills development for students with Tier 1 and 2 needs.
 - Teaching Fellow and classified staff support.

Behavior and Climate Support

- Class Meetings: Weekly for all classrooms (grades TK-6) to foster positive behavior.
- School-wide Culture & Climate Procedures: Implemented in all classrooms and common areas.
- Behavior Incentives (Grades K-6): Quarterly incentives and recognition for positive behavior.
- Incentives:
 - Quarterly celebration/recognition for classroom/grade level attendance.
 - Classroom incentives for attendance and academic performance.
 - Ongoing attendance recognition through individual, classroom, and grade-level targets.

Tiered Support Systems

- Tier 1 & 2 Support:
 - Spartan Clubhouse for social skills development.

- Counseling and targeted support for at-risk (red zone) students by the School Psychologist.
- Meaningful jobs through Kindness club with RPC to build school connections.
- Strategic check-ins/check-outs with Tier 2 students including admin, TST and staff.
- Tier 3 Support:
 - RP Coach support for high-risk students.
 - School Psychologist to meet with high-risk students and hold social skills groups.

Staffing & Resources

- Teaching Fellow: To support Spartan Clubhouse.
- Classified Staff & Supplemental Contracts: Support Spartan Clubhouse and student needs.
- HSL (Home-School Liaison): Support communication and family involvement.
- Climate and Culture Specialist (District-funded): Support site initiatives and RP Coach programs.

Materials & Supplies

- Instructional Materials:
 - Continue to use district supports and supplies to support Second Step, Restorative Practices, Emotional Intelligence, Growth Mindset, and Olweus Anti-Bullying curriculum.
 - Materials to support Spartan Clubhouse, SEL, and Growth Mindset initiatives.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Per the California Dashboard, English Learners were not identified as a targeted student group. However, as a site identified subgroup, EL students will be supported as needed through Data Chat identification, ATLAS behavioral monitoring and teacher/staff identified students in need. Supports will include RPC support, Tier 2 Intervention Specialist, and identified staff.

- 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.

Student Groups

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

There were no specific groups identified for suspensions. California Dashboard shows all student groups in green. Current programs in place will support student behavior needs through RPC sessions, Tier 2 Intervention Specialist, Spartan Clubhouse and targeted admin check ins per identified need of individual students. We will use funds to support individual and group counseling focused on building social emotional competencies and coping strategies.

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

There were no specific groups identified for suspensions. California Dashboard shows all student groups in green. Current programs in place will support student behavior needs through RPC sessions, Tier 2 Intervention Specialist, Spartan Clubhouse and targeted admin check ins per identified need of individual students. We will use funds to support individual and group counseling focused on building social emotional competencies and coping strategies. HSL to support family communications in all student groups. We also plan to use 7090 funds for supplies to promote parent engagement, promote acknowledgement and understanding of student progress and growth through award recognition.

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

Storey will continue to provide structures currently utilized. Such as

- Provide restorative practice structures with restorative circle, re-entry meetings and student success team meetings.
- Parent meetings will be offered to support parent understanding of expectations for student success.
- 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.
- Individual data chats for academic and behavioral success

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions compared to last year. (Continue on with less than 1.5% suspension rate)

Outcomes measured by monthly meetings to review/analysis suspension data by school, grade level, teacher, and area of incidents

Outcomes monitored by admin team, TST, and Climate and Culture Team

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions compared to last year. (Continue on with less than 1.5% suspension rate)

Outcomes measured by monthly meetings to review/analysis suspension data by school, grade level, teacher, and area of incidents

Outcomes monitored by admin team, TST, and Climate and Culture Team

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions compared to last year. (Continue on with less than 1.5% suspension rate)

Outcomes measured by monthly meetings to review/analysis suspension data by school, grade level, teacher, and area of incidents

Outcomes monitored by admin team, TST, and Climate and Culture Team

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Student Clubs and Engagement Initiatives

1. Storey Clubs (Grades TK-6)

- Focus Areas: STEAM+ (Science, Technology, Engineering, Arts, and Music), Athletics, Leadership, and Cross-cultural elements.
- Objective: Provide diverse, non-academic settings for students to build strong relationships with positive adult role models while engaging fully in school life.

2. Spartan Clubhouse

- Purpose: Support student Social-Emotional Learning (SEL) needs and overall engagement.

3. Extracurricular and Enrichment Programs

- Academic & Creative Clubs:
 - Robotics, Animation, Coding Club, Gardening Club, Lego Clubs, Drawing and Arts Clubs, Hands-on Science Club, Mazes and Math Clubs.
- Performance & Competition:
 - Peach Blossom, Spelling Bee, Drama Club, Band, Strings, Choir, 4th Grade Recorders.
- Leadership & Community:
 - Kind Kids Club, Student Council, Student Leadership, Recycling Teams, Special Olympics Club.
- After-School Engagements:
 - Programs in partnership with the California Teaching Fellows Foundation.
 - Annual events: Back to School, Open House, Grade-Level Performances (TK-4), Wax Museum (5th/6th), Awards Assemblies (academic/sports/extracurricular).

Athletics and Physical Education

1. Inclusive Sports Programs:

- Grades 5-6: Football, Basketball, Volleyball, Soccer, Cheer, Softball.
- Grades 3-6: Cross Country.

2. Additional Support:

- Coaching in athletics for grades 4-6 within district-organized sports programs.
- Facility and Equipment Support:
 - Materials and supplies, maintenance for playgrounds and fields, and technology availability to support STEM topics in clubs.

Cultural, Multicultural, and Character Development

1. Monthly Events:

- Calendared activities centered around Cultural Proficiency, Multiculturalism, and Character Traits.
- Assemblies, guest speakers, and community involvement initiatives to celebrate diversity and build character.

Attendance Monitoring, Incentives, and Support

1. Monitoring & Interventions

- Attendance Tracking:
 - Ongoing monitoring with targeted interventions for students with poor attendance.
- Intervention Strategies:
 - Connecting students with peer attendance buddies.
 - Tiered support including teacher outreach, Home School Liaison (HSL) involvement, Restorative Practice Counselor outreach, and principal-led attendance meetings.
- Communication Channels:
 - Teacher outreach via Class Dojo, phone calls, conferences, and notes home.

- School-wide parent communications through Class Dojo, Parent Square, marquee updates, and the Storey Facebook page.

2. Incentives & Recognition

- For Students:
 - Classroom and individual attendance incentives, meaningful student jobs for at-risk individuals, and quarterly Perfect Attendance recognition (certificates and bike drawings).
- For Clubs/Activities:
 - Graphics and materials to support and advertise engagement activities, as well as incentives and awards for active participation.
- Goal-Setting:
 - Provision of materials and supplies to help students set goals and monitor their own attendance.

Parent and Community Engagement

1. Outreach Channels:

- Multiple communication methods (Class Dojo, phone calls, newsletters, and social media) to keep parents informed.

2. Engagement Opportunities:

- Parent involvement through committees and clubs such as SSC (School Site Council), ELAC (English Learner Advisory Committee), PFC (Parent Faculty Club), SST, IEP meetings, and Parent Coffee Hour.

3. Support Materials:

- Graphics and handbook notifications to promote Goal 2 activities and maintain consistent communication.

Resource and Staff Support

1. Materials and Supplies:

- Provision for clubs, the Spartan Clubhouse, athletics, arts, and multicultural events.

2. Technology:

- Availability of technological tools to support STEAM topics and club activities.

3. Additional Staffing:

- Supplemental/extra pay contracts for classified employees to offer a wide array of engagement choices.
- A dedicated Teaching Fellow to support the Spartan Clubhouse.

4. Facility Maintenance:

- Ongoing maintenance for playgrounds, fields, and other activity areas.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

With Title I funds we plan to support English Learners and all students through engagement opportunities and family involvement.

- 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
- Weekly attendance meetings with VP and Attendance Clerk

Student Groups

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

We will use funds to provide parent meetings to support understanding of the importance of attendance and provide teacher planning time to analyze individual student needs.

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

Asian (AS):

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

Planned expenses to support will include:

- Materials and supplies to promote parent engagement
- Promote acknowledgment of student growth and progress through award recognition efforts
- Utilize HSL to improve services and communicate to families of our students.

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

Asian (AS):

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

Planned actions to support students will include:

- Tier 2 Intervention specialist to conduct attendance group meeting
- RPC to conduct restorative circles and re-entry circles
- Attendance meeting with parents, VP and attendance clerk
- HSL outreach to parents regarding attendance

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

Asian (AS):

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate monthly compared to last year

Outcomes measured by monthly meetings to review/analysis attendance data by school, grade level, teacher

Outcomes monitored by admin team, teachers, TST, attendance clerk, and SST

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate by semester compared to last year

Outcomes measured by monthly meetings to review/analysis attendance data by school, grade level, teacher

Outcomes monitored by admin team, teachers, TST, attendance clerk, and SST

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate from this year to last year

Outcomes measured by monthly meetings to review/analysis attendance data by school, grade level, teacher

Outcomes monitored by admin team, teachers, TST, attendance clerk, and SST

2025-2026 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
G3A1	Sup & Conc	Instruction	Mat & Supp			: Set aside for NTA overage	3,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			G3A2. Graphics	2,000.00

\$5,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	97.8 %	2024-2025	98.9 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We do not have flexibility to keep staff due to leveling.

There has been a decrease in opportunities for staff PL and PLC planning time.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Loss of staff due to projected enrollment at end of year. However, prior 2 years has consistently shown the need to add another staff member after beginning of school.
- Removal of Staff meetings for Nuts/Bolts discussions hinders opportunity to allot time for staff to complete surveys.
- Teacher/Staff commitments outside classroom limits availability after school for increased involvement.
- Limitation on PL time hinders opportunity for deeper collaboration and discussion.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Anticipating new housing development in Storey EAZ for 2025-26 school year to allow current staffing to stay status quo without losing staff for upcoming year.
- We will continue to provide opportunities for all stakeholders for decision making through ILT, Climate & Culture Team, PLC, and SSC.
- We will continue to leverage teacher input through ILT monthly meetings, committees, surveys and feedback forms. Along with providing opportunities to meet with Admin to share input.
- We will continue to provide communications through email and weekly bulletin about upcoming events and monthly focuses to ensure teacher clarity and student engagement.
- We will continue to provide supplemental contracts to entice staff to engage in activities, events and tutoring for student involvement and learning.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and Retention of Staff

Partially Implemented

- The action for retention of staff was fully implemented- Storey continues to onboard new staff members with support of site instructional coach, lead teacher support and admin. Instructional Coach provided timely side-by-side teaching opportunities to support with implementation of instructional programs. Instructional Coach and TSARTI Instructional Coach provide classified training to support instruction in classroom.
- The action was partially implemented- As a non-designated site, the decrease in Professional Learning and PLC hours did not provided opportunities for collaboration and discussion around PL. Limited PLC time hinders quality opportunity for data analysis with discussion for next steps. However, site funding provided additional planning days and sub release opportunities to support. Availability of sub acquirments was limited with new district protocol.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and Retention of Staff

Partially Effective

- The action for retention of staff was effective- Storey does not show a turn over ratio with staffing. Loss of staff tends to be from leveling and/or retirement for certificated and classified.
- The action was partially effective- With the loss of PL and PLC time, Storey was hindered with limited planning time. Storey continued to fund grade level planning time with substitute release each quarter.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Funds will be allocated to provide Professional Learning with sub release during the instructional day to allow for teacher voice, discussion and collaboration to develop deeper understanding of learning.
- Site Academic Instructional Coach to provide modeling of write tools and coaching cycles for teacher development with PL.
- PLC planning days to provide PLC+ implementation for grade level planning, CFA/data analysis and reflection for calibration with instructional practices for student success.
- Continue with current onboarding structures and supports for new staff members.

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

SSC:

Feedback from SSC stated to continue with instructional plan and services.

ELAC:

Feedback from English Learner Family Needs Survey from site ELAC stated to continue with instructional plan and services.

Staff:

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

Additional Suggestions included:

- Parenting training opportunities to provide supports with grade level curriculum and teaching strategies
- Math/Academic Parent/Family events
- Continue with Tier 2 supports with Intervention teacher and Teaching Fellows
- SEL resources for families
- Continued Clubhouse with Teaching Fellow support for student success
- ASP
- Student Incentives: Attendance, Academics, Sports, iReady growth recognition, etc.
- Teacher planning days
- Student devices for classrooms
- Materials and supplies for teachers

Additional Suggestions included:

- Increase bilingual instructional aides, interpreters and translators
- Support for newcomer students with limited English
- Increase extra curricular and enrichment activities such as sports for grades 4th and below.
- Continued need for HSL

Suggestions for 2025-26 included:

- Sub release for grade level planning days
- Grade Level planning day (prior to beginning of school and quarterly)
- Sub release for Peer observations
- Sub release of SST/IEP's
- Supplemental contracts for after school tutoring
- Supplemental contracts for additional student engagement opportunities (i.e. Peach Blossom, Spelling Bee, yearbook, talent show, Student Council, etc.)
- Supplemental contracts for Goal 2
- Teaching Fellows for Tier 2 intervention and SEL support in Spartan Clubhouse
- Site Licenses/Subscriptions (grade level specific)
- Academic Instructional Coach (currently district funded)
- RTI Instructional Coach (currently Early Literacy Regional Grant funded)
- Technology (classroom upgrades as needed)
- Professional Learning Materials and training resources
- SEL resources
- Clubs supplemental contracts
- Materials/supplies
- 3.5 resource assistant (if funds available)
- ELPAC assessors
- Graphics
- Snacks for PL
- Snacks for Testing
- Student awards/incentives
- Professional Learning training opportunities
- Multicultural events/learning
- Counseling services

Action 1 :

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. Storey will continue to support new staff member and veteran staff with site Instructional Coach and TSA/RTI Instructional Coach.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Staffing matrix of FTE for 2025-26 school year allocates no change in staffing.

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, Social Emotional Learning and Technology
- Provide Professional Development to newly hired staff in order to build teacher capacity
- Provide onboard training with new staff in Write Tools, Heggerty, close read/text annotation instruction, MLD structure
- 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
- 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
- Monitoring and reflective conversations between admin and classroom teachers for continued focus and refinement of instruction

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
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Professional learning for all teachers will be provided with support and guidance from site Instructional Coach and support of English Learner Services as needed. This professional learning will be designed to support teachers based on their needs and school wide EL data as measured by ELPAC, SBAC and iReady
- Professional learning 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
- On-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for newly hired and veteran staff members
- 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 Regional team for development and alignment of best practices, common formative assessments and lesson instruction

Student Groups

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

- Provide Professional Learning opportunities such as Write Tools, mathematic Dot Talks for fluency, Heggerty training and MLD structure
- Provide collaboration/planning time on how to maximize GVC resources for teachers and to build their capacity to differentiate instruction
- Provide Tier 2 Reading Intervention with TSARTI Instructional Coach and Teaching Fellows for 1st through 6th grade and after school tutoring for identified Kindergarten students

English Learner (EL):

Socio-economically Disadvantaged (SED):

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

- Instructional Coach to support with ELPAC practice and tutoring
- Allocate funds for professional development and resources for SEL and Culturally Proficient instruction

English Learner (EL):

Socio-economically Disadvantaged (SED):

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

- Professional Learning opportunities for TK/Kinder paraprofessionals and Teaching Fellows to support with classroom and Tier 2 intervention.
- Professional Learning to support Instruction with Write Tools, Heggerty, Orton Gillingham, iReady Toolbox, Reflex math, etc.

English Learner (EL):

Socio-economically Disadvantaged (SED):

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will measure the effectiveness of professional development around Foundational Skills and the Coaching Cycle during the first semester

Outcomes will be monitored by Principal, VP, admin team, and teachers

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate & Culture survey to the Spring survey

Outcomes measured by staff participation. There will be an increase of 2% favorable

Outcomes will be monitored by Principal, VP, admin team, and CCT

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate & Culture survey from last year to this year

Outcomes measured by staff participation. There will be an increase of 3% favorable

Outcomes will be monitored by Principal, VP, admin team, and CCT

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95.9 %	97.4 %	2024-2025	98.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in the current goal, The Climate and Culture Family survey showed 98% favorable in the Fall 2024-2025 survey in the area of Family Engagement. There continues to be an area where improvements can be made per the survey, specifically in the following question

- Q- I feel like I am a partner in making decisions at my child's school (95% favorable)

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Current offering of parent engagement opportunities are not relevant for all families/parents.
- Lack of awareness of daycare for in-person meetings availability.
- Lack of availability in the home for reliable technology to do virtual surveys.
- Scheduled meeting times that may not accommodate parent day-to-day schedules.
- Language barriers for languages other than English and Spanish

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase amount and variety of parent engagement opportunities for families.
- Provide devices in the library for parents to take surveys and offer incentives for parent participation.
- Offer virtual opportunities for parent engagement/participation.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Inclusive Opportunities for Family Engagement

Fully Implemented

This action was fully implemented. There were a variety and multiple opportunities for families to engage in their students education and participate within the school. We will continue to utilize the following for parent involvement and participation:

- Increase the number of family engagements beyond Back to School Night, Open House, Family Fun Nights, Quarterly Awards Assemblies, Sports/extra. Curricular Assemblies, Kinder promotion, 6th grade promotion, field trips, Winter/Spring/Music performance, 5th/6th Wax Museum, Family Nights, Super Sons/Darling Daughter events and sports events.
- Continue with on-going communication with families about school schedules, events, and updates through Weekly Parent Square message, Class Dojo, School Marquee, Flyers and Social Media.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Inclusive Opportunities for Family Engagement

Effective

This action was effective. Overall, our actual implementation for parent events and on campus opportunities has been successful. Fall Surveys showed 98% of parents reported favorable in the family engagement domain the Fall Climate & Culture staff survey in 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Offer meetings at varied times (morning, evening, virtual options) to accommodate parent's different schedules.
- Recognize and appreciate parent contributes/participation in school meetings, newsletters, Parent Square, and events.
- Informal "family chat" sessions to build rapport with families.
- Provide babysitting for parents to attend meetings for students not in school.

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

SSC:

Feedback from SSC stated to continue with instructional plan and

ELAC:

Feedback from English Learner Family Needs Survey from site

Staff:

Feedback and Needs Assessment from staff stated to continue with

services.

Additional Suggestions included:

- Parenting training opportunities to provide supports with grade level curriculum and teaching strategies
- Math/Academic Parent/Family events
- Continue with Tier 2 supports with Intervention teacher and Teaching Fellows
- SEL resources for families
- Continued Clubhouse with Teaching Fellow support for student success
- ASP
- Student Incentives: Attendance, Academics, Sports, iReady growth recognition, etc.
- Teacher planning days
- Student devices for classrooms
- Materials and supplies for teachers

ELAC stated to continue with instructional plan and services.

Additional Suggestions included:

- Increase bilingual instructional aides, interpreters and translators
- Support for newcomer students with limited English
- Increase extra curricular and enrichment activities such as sports for grades 4th and below.
- Continued need for HSL

instructional plan and services.

Suggestions for 2025-26 included:

- Sub release for grade level planning days
- Grade Level planning day (prior to beginning of school and quarterly)
- Sub release for Peer observations
- Sub release of SST/IEP's
- Supplemental contracts for after school tutoring
- Supplemental contracts for additional student engagement opportunities (i.e. Peach Blossom, Spelling Bee, yearbook, talent show, Student Council, etc.)
- Supplemental contracts for Goal 2
- Teaching Fellows for Tier 2 intervention and SEL support in Spartan Clubhouse
- Site Licenses/Subscriptions (grade level specific)
- Academic Instructional Coach (currently district funded)
- RTI Instructional Coach (currently Early Literacy Regional Grant funded)
- Technology (classroom upgrades as needed)
- Professional Learning Materials and training resources
- SEL resources
- Clubs supplemental contracts
- Materials/supplies
- 3.5 resource assistant (if funds available)
- ELPAC assessors
- Graphics
- Snacks for PL
- Snacks for Testing
- Student awards/incentives
- Professional Learning training opportunities
- Multicultural events/learning
- Counseling services

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Partners for Student Achievement

1. Student Academics & Family Engagement
 - o Parent/Teacher Conferences
 - o Student Success Team (SST) Meetings & Individualized Education Program (IEP) Meetings
 - o Parent Meetings & Learning Opportunities
 - o Study Trips (Chaperones)
 - o Back-to-School Night/Open House
 - o Academic Assemblies
 - o School Assemblies (Character Counts, Multicultural Assemblies, monthly focus assemblies)
 - o PFC (Parent Faculty Club) events
 - o Spartan of the Month/Right Attitude
 - o Regional Parent meetings through Success Together
2. Staff Support for Community Engagement
 - o Supplemental contracts for certificated and classified staff to support event preparation and organization
 - o Substitutes provided for monthly SST and IEP meetings
3. Family Engagement Resources
 - o Materials and supplies, including office supplies, books, technology, food services, and incentives
 - o Independent contract agreements for services that enhance family engagement
 - o Regional supports and training through Success Together
4. Title 1 Meetings & Parent Communication
 - o Title 1 meetings will inform stakeholders about:
 - Goals and funding allocation
 - Parent involvement and rights under Title 1
 - o Title 1 information will be shared via:
 - A PowerPoint presentation at the start-of-year meeting
 - The Storey website for reference
 - o Translators will be provided as needed
5. Communication Channels
 - o Parent emails, phone calls, Class Dojo, social media (district/site platforms), school marquee, flyers, and Parent Square
 - o Communications will be available in English and Spanish and other languages as needed
6. ELAC Meetings (English Learner Advisory Committee)
 - o Stakeholders will receive guidance on:
 - Initial and summative ELPAC (English Language Proficiency Assessments for California) scores
 - Interpreting ELPAC summative results
 - Strategies to support English Learners in reading, writing, listening, and speaking
7. Stakeholder Engagement & Program Improvement
 - o Student academic performance, social-emotional needs, and site program improvements will be evaluated collaboratively with stakeholders
 - o School Site Council (SSC) meetings will be scheduled at times that best accommodate families
8. Home Visits & Outreach
 - o Mileage reimbursement for home visits to support student and family needs

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Increase parent involvement in SSC, Parent Engagement classes on site, ELAC
- Home School Liaison to support and increase parent understanding and connectedness
- EL Coordinator/VP will work with HSL and EL families for communication and engagement
- Translation services for parents
- Mileage for home visits
- Fund Certificated assessors for ELPAC assessment
- Materials and Supplies provided to support family participation
- Babysitting to increase parent opportunity for engagement in on campus classes and meeting participation

Student Groups

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

We will continue to provide availability of site Home School Liaison (HSL) to initiate outreach, improve service and communicate with parents. Provide materials and supplies for parent participation.

English Learner (EL):

Socio-economically Disadvantaged (SED):

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

We will continue to utilize funds for supplies to promote parent engagements, promote acknowledgement of student growth and progress through awards recognition efforts and incentives.

English Learner (EL):

Socio-economically Disadvantaged (SED):

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

- Ensure monthly SST meetings to address the needs of our low performing students (academically and SEL)
- Ensure consistent communication with parents through admin, school site and individual classroom teachers
- Increasing opportunities for parent engagement during and after school hours

English Learner (EL):

Socio-economically Disadvantaged (SED):

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will see an increase in attendance at the Title 1 Parent Meeting/Back to School Night and at Parent/Teacher Conferences.

Outcomes measured by attendance rosters. There will be a focus on 90% attendance for each class with incentives for parent/student participation. This will be measured by classroom attendance sign in sheets.

Outcomes monitored by Principal, VP, support staff, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate and Culture survey to the Spring survey.

Outcomes measured by family engagement domain. There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, support staff, and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate and Culture survey from last year to this year.

Outcomes measured by family engagement domain. There will be an increase of 3% favorable.

Outcomes monitored by Principal, VP, support staff, and teachers.

2025-2026 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 & supplies for parent participation. *No food or incentives*	4,300.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			G1A1, G1A2. Classified supplemental contracts, babysitting, and supervision	1,965.00

\$6,265.00

2025-2026 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			G1A2. Teacher Subs for Planning *No IEPs or 504s*	5,000.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			G1A2. Supplemental contracts for planning. *No IEPs or 504s*	2,500.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			G1A2. Technology: monitors, laptops, doc cameras, accessories	1,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows	47,782.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning	40,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts	10,120.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G1A2. Classified supplemental contracts	2,571.00
G1A1	Sup & Conc	Instruction	Bks & Ref			G1A2. Licenses and subscriptions	34,844.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2, G3A1, G5A1. Materials and supplies. Warehouse orders. Incentives. Etc.	50,408.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A2. Technology	5,000.00
G1A1	Sup & Conc	Instruction	Travel			: G1A2. Teacher conferences	15,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			G1A2. Transportation: Incentive trips and celebrations.	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A2. Technology and equipment maintenance	500.00
G1A1	Sup & Conc	Instruction	Direct-Food			G1A2, G3A1, G3A2, G4A1. Food services: student incentives, celebrations, staff meetings	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools training + consult	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			G1A2. Admin Subs for PL, ILT, CCT, Data Chats, Grade Level Planning	2,035.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375	Also supports with G1A2, G2A1, G3A2	19,329.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			G1A2, G3A2. Mileage and travel	300.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			G1A2. Teacher subs for ELD planning and instructional rounds	10,727.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	5,272.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			G1A1. Classified supplemental contracts	1,965.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: G1A2. Licenses and subscriptions	9,025.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A2. Materials and supplies. Warehouse orders. Etc.	6,563.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			G1A2. Technology	3,390.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			G1A2, G3A2, G4A1. Food services: student incentives, celebrations, and participation	4,465.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Set aside for NTA overage	3,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			G3A2. Graphics	2,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & supplies for parent participation. *No food or incentives*	4,300.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Extr			Bilingual Stipend - Submit Personnel Req for OA -	518.00

G5A1	Parent Participation	Oth Cls-Extr	Blanca Ramirez ID# 1079903. Move funds to correct salary object 2410.	518.00
G5A1	LCFF: EL	Parent Participation	G1A1, G1A2. Classified supplemental contracts, babysitting, and supervision	1,965.00
				\$299,580.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$60,582.00
Sup & Conc	7090	\$195,108.00
LCFF: EL	7091	\$43,890.00
Grand Total		\$299,580.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$287,797.00
G3 - Increase student engagement in their school and community	\$5,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,783.00
Grand Total	\$299,580.00