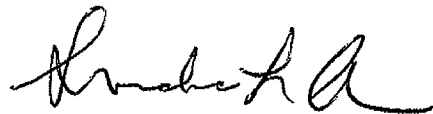


Cooper Middle

10621666057285

Principal's Name: Sandra Auble

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Sandra Auble', written in a cursive style.

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

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

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

Consolidated Program Assurances

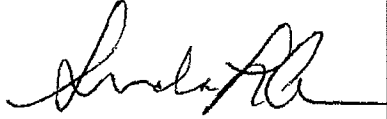

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

Cooper School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sandra Auble	X				
2. Chairperson - Sarah Krider		X			
3. Erin Kruse		X			
4. Scott Beck		X			
5. Laura Tromborg			X		
6. Miriam Bueno			X		
7. Lorena Flores				X	
8. Antelmo Martinez				X	
9. Dolores Allys				X	
10. RJ Romero					X
11. Emma Leigh Koers					X
12. Casey Thao					X
13. Araceli Payne (alternate)				X	
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sandra Auble		3/15/17
SSC Chairperson	Sara Krider		3/15/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Cooper - 0105

ON-SITE ALLOCATION

3010	Title I	\$36,270 *
7090	LCFF Supplemental & Concentration	\$129,989
7091	LCFF for English Learners	\$9,906
TOTAL 2017/18 ON-SITE ALLOCATION		\$176,165

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$845
Remaining Title I funds are at the discretion of the School Site Council	\$35,425
Total Title I Allocation	\$36,270

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	5/17	N/A ³	35.43%	34.34%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	7/17	N/A ³	17.09%	15.75%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	12/17	0.00% ⁴	67.09%	70.49%	54.02%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	5/17	N/A ⁷	N/A ⁷	24.33%	40.96%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	4/4	N/A ⁸	N/A ⁸	9.50%	14.85%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
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13-10

<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	4/16	19.15%	24.44%	32.43%	10.34%	<ul style="list-style-type: none"> •LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	13/17*	0.00%	0.00%	N/A ⁹	N/A ⁹	<ul style="list-style-type: none"> •LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	16/16	89.47%	85.29%	88.00%	57.69%	<ul style="list-style-type: none"> •LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	3/17	96.32%	96.82%	96.98%	96.96%	<ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	3/17	7.39%	4.50%	4.06%	3.94%	<ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	2/17	N/A ¹⁰	N/A ¹⁰	23.85%	20.51%	<ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	6/17	11.62%	0.90%	0.71%	0.17%	<ul style="list-style-type: none"> •LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	4/17	11.62%	12.59%	8.66%	5.30%	<ul style="list-style-type: none"> •LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/17	0.18%	0.18%	0.00%	0.00%	<ul style="list-style-type: none"> •LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	1/17	0.00%	0.00%	0.00%	0.00%	<ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement

<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	2/17	98.06%	96.22%	99.47%	87.35%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	10/17	N/A ¹³	N/A ¹³	58.30%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	7/17	N/A ¹³	N/A ¹³	72.13%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	9/17	N/A ¹³	N/A ¹³	57.16%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore

would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: -

Save

Cooper Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	15.75	25.75	

<input type="radio"/> New-Action	<input checked="" type="radio"/> On-going	Reasoning:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Detail the Action

2015-2016 Math SBAC data suggest that 15.75% of students Met or Exceeded standards, that was a 1.34% drop from 2014-2015 SBAC Math attainment data. Current and future intentional professional development, 6-8 grade math collaboration, focus on Challenging content, and mathematics implementation across content areas will promote growth in the 2017- 2018 Math SBAC assessment across grade levels. Intentional AC work around data analysis and use of cycle of continuous improvement practices to identify gaps and teaching with intentionality will be the focus across content areas and grade levels. We will create structures for afterschool, before school program and academic support class to address areas of needed growth in mathematics and Algebra I foundational skills outside of the math classroom.

SMART Goals

By June 2018, SBAC Math assessment will demonstrate a 10% increase of students school wide scoring Standard Met or Standard Exceeded when compared to 2015-2016 school year Math SBAC student attainment; from 15.75% on 2015-2016 Math SBAC attainment to a minimum of 25.75% students meeting or exceeding standards in 2017-2018 Math SBAC. (SQII 3166).

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

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

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

1. Math Alignment

·Collaboration with Math accountable community to assess student needs, reflect on Interim Assessment data

Owner(s):

1. Vice-Principal

1. Math team

2. Math team

3.School Counselor

Timeline:

-Weekly

-Ongoing

-Biweekly Team meetings

-Monthly

- Checks for math progress across grade levels regularly through interim and formative data
- Collaborate with Math Leadership teams to create Professional Learning (PL) around areas of needed growth based on interim and common assessments and assignments.
- Meet in quarterly ILT meetings to engage in mathematics across content areas and provide opportunities of PL around mathematics across content areas.
- Creation of IB units aligned to Scope and sequence, math standards and GoMath Curriculum.
- Monthly progress monitor of Math standards covered across grade levels correlated to Scope and sequence, Approaches to Learning Mapping and cycle of continuous improvement through Team meetings, a.m. collaboration.
- Instructional Practice Guide Data Collected by administrative team
- Monitoring of other SQII Indicators that supports the overall goal
- Walkthrough assessment data based on challenging content for Mathematics

2. Math implementation and Progress Monitoring

- Collaborating with peers across content areas to track math skills taught across content areas
- AC collaboration to meet student assessed needs.
- Common assessments and units check as compared to SBAC and Math Progression alignment
- Math assessments
 - *Interim assessments
 - * Pre
 - *Post
 - *GoMath Unit assessments
- *IB unit assessments for Math content area
- *IB unit assessments for all content areas in which Mathematics and Algebra foundational skills are addressed
- *Formative assessment data
- *Rubric needs assessment- IB
- *Common assessment/assignments, around math Claims
- *Illuminate assessments

3. Student Monitoring

3. Math team

-Quarterly progress monitoring and reflection

3. Afterschool Program Coordinator

-Semester

4. School Counselor

-End of Year

5. IB Coordinator

5. Math team

- *D's and F's monitoring
 - *Student Chats
 - *Post-Assessment student chats and reflection
 - *Working on alignment with afterschool program to meet needs of students
 - earning a D or F in their math class.
 - *Afterschool Tutorial by certificated staff to meet math needs
4. A-G chats across grade levels
 5. IB MYP staff reflections
 - IB MYP student reflections

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

- Parent education courses focused on IB in partnership with Parent University
- Math awareness seminars/meetings to build awareness around STEM
- STEMnight
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas
- Parent Coffee hours
- Parent Conferences
- Title 1 parent night

Describe Related Professional Learning:

Mathematics/Curriculum Development

-Site 54 Professional Learning/ Site –

*12 hours out of 54 PL hours dedicated

- Deconstructing the standards, Inquiry in IB math classroom
- IB training around incorporation of Math Common Core State Standards
- Challenging Content 2A and 2B
- Examining ELD standards/ SDAIE strategies in the IB world/ Scaffolds to reach a variety of learners
- Literacy across curriculum through targeted ELA Smart Goals

-Curriculum Development

*4 collaboration days dedicated to planning

- Planning- incorporating ELD standards to IB units, Use of Interim when preparing lessons, challenging content, teachers Co-teaching and creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.

-Site 54/134 Accountable Community/Team meetings

*6 hours out of 54 PL hours dedicated

- Sequence mapping of standards from 6-8th grade
- Coherence and Progression of standards in 6-8 grade Mathematics courses
- Unit alignments to Algebra I foundational standards
- Understanding DOK level in mathematics
- Interim assessment sequencing and planning

-Literacy and Mathematics across content areas

-Leadership Team (ILT)

*3 hours of ILT Meetings dedicated

- Use of cycle of continuous improvement with math data
- SDAIE strategies in the IB world
- Interim assessment sequencing and planning
- Scaffolds to reach a variety of learners Examining
- Algebra I foundational skills support across content areas

-Professional Learning Column/Personal Professional Growth

-Mathematics

*16 hours out of 54 hours will be provided for Personal Professional Growth PL at Staff discretion based on assessed needs

- STEM and STEAM Professional development
- Common Core State Standards in IB
- Creation of IB units
- Monitoring student learning
- Understanding DOK level in mathematics and Alignment to the Mathematical Shifts

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

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

- Use of Inquiry questions
- Projects based learning
- Supplies for projects as seen necessary by teacher
- Calculators
- laptops/tablets for GoMath online activities
- Anticipatory set experiences, supplies as needed
- Binders and folders for projects and classwork
- Reflection Journals
- Graphic organizers and SDAIE strategies to reach all learners
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops or tablets for group and individual math projects
- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to mathematic skills
- Math 180 and Illuminate for assessment purposes
- Credentialed teacher to help students at tier 3 of RTI pyramid for mathematic skills
- Afterschool designated class for students earning a D or an F in a math class

- Goal monitoring with Guidance Learning Advisor and parent to look at areas of needed improvement and providing them with next steps and support
- Credentialed teacher to help students at tier 3 of RTI pyramid for mathematic skills
- Afterschool designated class for students earning a D or an F in a math class
- Use of SDAIE strategies across content areas to reach all learners

Cooper Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2875			\$ 8,257.00
1	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1500			\$ 4,307.00
1	2	Sup & Conc	Parent Participation	Classified Support-Supplemental				Translating services for parent communication to support Actions 1,2,3,4,5	\$ 783.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for Math teachers for planning days	\$ 3,486.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contract for Math teacher planning and tutoring	\$ 3,552.00
1	2	LCFF: EL	Instruction	Materials & Supplies				Materials/supplies for English Learners to support Action 1	\$ 2,627.00
1	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation/buses for recruitment	\$ 1,500.00
1	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Language acquisition assessor	\$ 600.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Managebac for Actions 1,2,5, NO FOOD, NO INCENTIVES	\$ 5,000.00
								Total	\$ 30,112.00

Action # 2

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	34.34	44.34	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

2015-2016 ELA SBAC data suggest that 34.34% of students Met or Exceeded standards. Current and future intentional professional development, 6-8 grade ELA collaboration, focus on Challenging content, and professional development geared towards promoting literacy across all content areas that promote growth in the 2017-2018 ELA CAASPP assessment across grade levels. Intentional AC work around data analysis and use of cycle of continuous improvement practices to identify gaps and teaching with intentionality will be the focus across content areas and grade levels. We will create structures for afterschool, before school program and academic support class to address areas of needed growth in literacy and reading foundational skills.

SMART Goals

By June 2018, SBAC ELA assessment will demonstrate a 10% increase of students school wide scoring Standard Met or Standard Exceeded when compared to 2016-2017 school year ELA SBAC student attainment (SQII 3165).

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

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

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

1. Collaboration, Creation and implementation of IB MYP units aligned to common core state standards and Springboard curriculum

- Creation of IB MYP common assignments and units aligned to common assessments that meet both IB and common core state standards as well as the Springboard Curriculum. Collaboration with all subject areas to focus on promoting literacy across content areas through Professional Learning opportunities and team meetings.
- Mapping of ELA standards and literacy skills taught across all subject areas and skills to help students access literacy.
- Reflect on practices with IB coordinator and help lead literacy across all content areas as well as through the use of EXPLO classes with emphasis on EL students.
- Use of Common Assessments/assignments

2. Progress Monitoring and Needs Assessment Collaboration with ELA team and ILT team around use of Illuminate assessments to promote SBAC and Common Core Aligned assessments and units.

- Weekly AC meetings around ELA units and student needs.
- Help with reflective process of Implementation of literacy across content areas Instructional Practice Guide Data
- Monitoring of other SQII indicators that supports the overall goal
- DRP Assessments
- ELA interim assessments
- Illuminate Assessments
- IB unit assessments for ELA content area along with Springboard assessments
- IB unit assessments for all content areas in which literacy and communication is addressed
- Formative assessment data
- Rubric needs assessment
- Walkthrough assessment data based on challenging content for Literacy

3. Reflection and reassessment to meet needs

- IB MYP staff reflections
- IB MYP student reflections
- ELAC feedback and reflection through data analysis to meet EL needs
- Use of SQII data to track progress and reflect as staff

Owner(s):

1. ELA Team
1. IB Coordinator
1. Guidance Learning Advisor
2. IB Coordinator
2. ELA Team
2. Guidance Learning Advisor
3. ELA Team
3. IB Coordinator
3. Guidance Learning Advisor

Timeline:

- Timeline
- Weekly AC meetings
 - Bi-Weekly feedback from staff and PL creation around EL assessed needs
 - Monthly collaboration with Instructional Leadership Team to address needs and lead teams to influence the use of literacy across content areas
 - Quarterly
 - Semester
 - End of Year

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

- Parent education courses focused on IB in partnership with Parent University
- ELAC meetings focused on meeting the needs of our EL student population
- Participation in SSC to ensure students learning a second language needs' are addressed

Describe Related Professional Learning:

- Reading Comprehension/ Literacy
- English Learners/ Special Populations/sub groups

- Literacy awareness seminars/meetings to build awareness around literacy across the content areas (specific focus on biliteracy, language arts, STEM and literacy in the arts)
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas.
- Parent Coffee hours
- Parent Conferences
- Title 1 parent meeting
- Parent visit of IB continuum classes at Cooper Academy and Fresno High School.

-Site 54 Professional Learning/ Site –

***10 hours out of 54 PL hours dedicated**

- Literacy across grade levels/ sequencing and deconstruction the ELA Common Core Standards
- Examining ELD standards/ SDAIE strategies in the IB world/ Scaffolds to reach a variety of learners
- Literacy across curriculum targeting SBAC strands where students scored lowest.
- Focus on Challenging Content tenant 2 a. and 2 b. when creating lessons with accountable community
- focus on alignment of IB to Springboard and EL common core standards.

-Curriculum Development

***4 collaboration days dedicated to planning**

- Planning- incorporating ELD standards to IB units, Use of Springboards when preparing lessons aligned to common core state standards, challenging content, teachers collaboration creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.

-Reading Comprehension/ Literacy

-Site 54/134 Accountable Community

***3 hours out of 54 PL hours dedicated**

- CELDT Chats
- Interim Chats
- Monitoring student learning
- Use of common formative assessments and interim assessment to calibrate instruction to student needs

-Reading Comprehension/ Literacy

-Accountable Community outside of 54 hours- 6 hours utilized

- IB units in alignment to the Guaranteed and Viable Curriculum as well as CCSS
- Accessing Literacy across content areas
- Monitoring student learning
- Use of Interim, CELDT, RFEP forms and Reading Inventory assessments in planning
- Interim Assessment data analysis
- Teacher reflections and data analysis around common assignments and assessments

-Reading Comprehension/ Literacy

-Leadership Team (ILT)

***2 hours of ILT Meetings dedicated**

- Interim data analysis
- Common assessments/ assignments
- Reading Inventory Assessments
- Challenging Content based on rigor of standards and lessons alignment to CCSS and Springboard

CELDT Data analysis

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

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

- Teacher team teach to provide appropriate strategies to reach all learners
- Use of Manageback by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.
- Student binders for Literacy and EL progress check
- Novels for student reading assignments
- Paper for goal setting and chats
- Pencils and pens for goal setting and chats and group activities
- Credentialed staff afterschool to provide additional supports afterschool to follow RTI model for Long Term EL students in tier 3 of the pyramid.
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dryerase markers and whiteboards for group collaboration and checking for understanding
- Dryerase markers, SmartBoard, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoints and access to the internet to access videos or data related to mathematic and literacy skills
- Whiteboards and dry-erase markers for activities such as checking for understanding and collaborative grouping in building literacy
- Manipulatives for activities that require scaffolds
- Use of graphic organizers for activities that require scaffolds
- Monitor checking on student goal progress
- Folders to track progress and chats
- Tablets to use literacy program for afterschool RTI 3 support
- Tablets to use for accessing literacy in the classroom through the use of technology
- Tablets or laptops to influence use of technology in assessing student learning through Illuminate
- Rubrics to assess EL progress in meeting CELDT and ELA standards
- Interim reflection process- Reflection journals

- EL specialist to provide Professional development to staff around EL best practices and assessment geared to track progress
- EL specialist to provide Professional development around EL curriculum in Exploration of a Language (English) for language learners
- Set fieldtrips and celebrations for the year as students meet progress on EL chat goals
- Set fieldtrips and celebrations for the year as students meet redesignation criterial around CELDT, DRP or ELA interim assessment.
- Parent and student recognition ceremonies for meeting criteria for redesignation
- College visits to help EL students and parents create long term goals and close achievement gap

Cooper Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.4000		IB coordinator to support actions 1,2,3, 4, 5	\$ 34,269.00
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for teachers of Science, PE, Design, VAPA, Spanish for planning and creation of IB units	\$ 12,202.00
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Sub teachers for ELA teacher planning days	\$ 7,844.00
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for ELA teachers for planning and tutoring	\$ 3,552.00
2	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Translating for Title 1 parent meeting and other parent meetings to support Actions 1,2,3,4,5	\$ 964.00
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/supplies to support action 2, NO FOOD, NO INCENTIVES	\$ 1,939.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support the academic and SEL domains and actions 1,2,3,4,5	\$ 10,527.00
2	2	Sup & Conc	Parent Participation	Materials & Supplies				Materials and supplies for parent involvement to support actions 1,2,3,4,5	\$ 1,000.00
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			*Other*	Bob Smith staff training to support Actions 1,2,5	\$ 5,000.00
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Bob Smith training	\$ 1,000.00
								Total	\$ 78,297.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	32.43	42.43	Fresno County Office of Education
2358 - EL's not advancing at least one proficiency level in Re-designation	88	60	Curriculum Assoc, LLC (iReady)

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Detail the action: 32% of our English Learner (EL) population met the borderline redesignation criteria during the 2016-2017 academic year. If percentage of EL students meeting borderline redesignation criteria for 2016-2017 increases by 10%, then 42% of our EL population will be closer to being redesignated being short only one assessment. We are focusing on implementation of literacy skills across content areas with the help of our IB coordinator, ELA teams, and English Learner Center. With the appropriate supports in place, the second criteria for redesignation could be met through literacy interventions and student engagement in literacy skills on a daily basis as well as the extra support provided through the use of Response to intervention model utilized in our afterschool program and our EXPLO classes for our long term EL students.

SMART Goals

By June 2018, CELDT data will indicate at least 40% of English Learner students will advance at least one proficiency level on the 2017- 2018 CELDT performance (4071). Additionally, by June 2018, our English Learner student redesignation will increase by 10%, this will increase the redesignation from 32.43% on June 2016 to a minimum of 42.43% by June 2018.

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

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

1. English Language Development and Assessment Across Curriculum

- DRP Assessments
- Interim assessments
- SBAC data

-Quarterly reflective chats

- CELDT Assessment
- Quarterly reflective chats
- Collaboration with IB Coordinator
- Collaboration with EL services
- Collaboration with EL staff around practices and approaches to RTI
- Use of Common Assessments/assignments around ELD implementation into IB/GVC units
- Bi-Weekly Collaboration with principal and Vice-principal around professional learning opportunities and IB unit creation in alignment to Common Core State Standards
- Instructional Practice Guide Data
- Monitoring of other SQII indicators that supports the overall goal
- Weekly AC Assist with IB student and staff reflections
- Walkthrough assessment data based on challenging content for Literacy
- Identification of Long Term EL Students

2. IB unit creation, implementation, and assessment around EL needs as identified in common formative assessments

- Monitoring progress through DRP, Interim data and CELDT assessments
- ELA interim assessments
- Planning and buybacks
- IB unit assessments for ELA content area
- IB unit assessments for all content areas in which literacy and communication is addressed
- Informal Reading Inventory Progress Monitoring
- Team Meetings and AC Meetings
- Implementation and chart of EL standards into IB units
- Collaboration with all staff members around use of Informal Reading Inventory Assessment (RTI model)
- AC and Team meetings
- Formative assessment data
- Rubric needs assessment
- Collaboration with afterschool program to address needs and provide additional support to EL tier 3 on RTI model

3. Reflections

- IB MYP staff reflections
- IB MYP student reflections
- Use of CELDT data to allow for student chats and reflections
- Use of SQII indicator data to reflect as staff and plan accordingly

Owner(s):

1. Guidance Learning Advisor

1. IB Coordinator

2. English Teachers

2. Guidance Learning Advisor

2. IB Coordinator

2. Staff across all content areas

2. English Teachers

2. Afterschool Program Coordinator

3. IB Coordinator

3. Guidance Learning Advisor

Timeline:

-June 2016- Identification process

-September 2016 EL Chats and DRP Chats

-Weekly ACs

-Bi-weekly Collaboration/communication

-Monthly Planning

-Quarterly reflections/check-in

-End of semester

-End of Year 2017-2018

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

Describe Related Professional Learning:

- Parent education courses focused on IB in partnership with Parent University
- ELAC Meetings
- DELAC meetings
- Spanish Home School Liaison to communicate with parents and translate
- PIQUE informational parent meetings
- Día de La Familia Trip (Fresno State University)
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas
- Parent Coffee hours
- Parent Conferences
- Title 1 parent night

-English Learners/ Special Populations/sub groups

-Site 54 Professional Learning/ Site –

***10 hours out of 54 PL hours dedicated**

- Examining ELD standards/ SDAIE strategies in the IB world/ Scaffolds to reach a variety of learners
- Literacy across content areas

-Curriculum Development

***4 collaboration days dedicated to planning**

- Planning- incorporating ELD standards to IB units, Use of DRP and interim data when preparing lessons, challenging content, teachers Co-teaching and creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.

Reading Comprehension/ Literacy

-Site 54/134 Accountable Community

***3 hours out of 54 PL hours dedicated**

- CELDT Chats
- Interim and SBAC chats
- DRP Chats
- Monitoring student learning

-Reading Comprehension/ Literacy

-Leadership Team (ILT)

***2 hours of ILT Meetings dedicated**

- CELDT Data analysis
- DRP data analysis
- Common formative assessments/ assignments
- Reading Inventory Assessments

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

- Teacher team teach to provide appropriate strategies to reach all learners
- Student binders for EL progress check
- Use of Manageback by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.
- Paper for goal setting and chats
- Pencils and pens for goal setting and chats
- Reward system for progress on goals
- PowerPoint presentations for goal settings and chats
- Credentialed staff afterschool to provide additional supports afterschool to follow RTI model for Long Term EL students in tier 3 of the pyramid.
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects

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

- EL specialist to provide Professional development to staff around EL best practices and assessment geared to track progress
- EL specialist to provide Professional development around EL curriculum in Exploration of a Language (English) for language learners
- Set fieldtrips and celebrations for the year as students meet progress on EL chat goals
- Set fieldtrips and celebrations for the year as students meet redesignation criterial around CELDT, DRP or ELA interim assessment.
- Parent and student recognition ceremonies for meeting criteria for redesignation
- College visits to help EL students and parents create long term goals and close achievement gap

- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dryerase markers and whiteboards for group collaboration and checking for understanding
- Dryerase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to mathematic and literacy skills
- Whiteboards and dry-erase markers for activities such as checking for understanding and collaborative grouping in building literacy
- Manipulatives for activities that require scaffolds
- Use of graphic organizers for activities that require scaffolds
- Monitor checking on student goal progress
- Folders to track progress and chats
- Tablets to use literacy program for afterschool RTI 3 support
- Tablets to use for accessing literacy in the classroom through the use of technology
- Rubrics to assess EL progress in meeting CELDT standards
- Student incentives in the form of snacks, treats, drinks, food, school supplies, fieldtrips and toys for meeting goals.
- Bus request to engage student in incentive trips

Cooper Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Facltr, Schl Readiness	0.7500		School Readiness facilitator to support with parent involvement, attendance and SEL. This will support Actions 1, 2, 3, 4, 5	\$	44,413.00
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Extra Time				Translating for parent meetings and communication to support Actions 1,2,3,4,5	\$	1,048.00
3	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translating services for parent meetings to support Actions 1,2,3,4,5	\$	602.00
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Substitute				Sub for HSL	\$	540.00
3	2	LCFF: EL	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL to support actions 1,2,3,4,5	\$	650.00
3	2	Sup & Conc	Instruction	Office Equipment Lease				Copy Machine Lease to support actions 1,2,3,4,5	\$	3,700.00
3	2	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Student agendas,certificates, etc to support Actions 1, 2,3, 5	\$	2,933.00
3	1	Sup & Conc	Instruction	Materials & Supplies				Student planners to support actions 1,2,3,4,5	\$	3,000.00
Total									\$	56,886.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	7.42	4	Education and Leadership Foundation
2080 - Students engaged in a goal 2 activity	87.93	97.93	Mindful School Program

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Misbehavior entries for Local Control Funding Formula (LCFF) population of students have fluctuated within the last three years. In a proactive measure to promote social emotional competencies and growth, we will focus with intentionality, addressing student and staff social emotional needs in order to promote a decline in misbehavior across grade levels and within the Fresno High Region with implementation of restorative practices. Professional development and training outside of our district through conflict resolution courses will lead our focus and progress monitoring will be done by all staff, safe and civil teams as well as administrative team. The use of restorative practices, Safe and Civil Schools partnership and trainings, student engagement, mentoring opportunities, and progress monitoring will help in the reduction of misbehaviors across grade levels.

SMART Goals

By June 2018, percentage of unduplicated Local Control Funding Formula (LCFF) students with misbehavior entries will be reduced by 15% from 42.45% on End of year (EOY) 2015-2016 to at least 27.45% EOY 2017-2018 (SQII 3962).

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

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

1. Assessing school trends and needs and Providing feedback, professional development and implement changes to meet culture/climate school needs
 - Collaboration with staff and administrative team around data collection based on monthly trends
 - Provide training and assistance around implementation of restorative practices and tiered levels of intervention
 - Implementation of CHAMPs is evident in every classroom
 - Report to staff in monthly meetings
 - Facilitates PL around restorative practices and social emotional competencies
 - Help in creation of Behavior assemblies aligned to culture and climate needs.
 - Creation of Scholar Meeting lessons aligned to school climate/culture needs
 -
2. Implementation and monitoring of Safe and Civil lessons, restorative approaches and system in place for students meeting at Risk Criteria
 - Use of Common Assessments/assignments around restorative practices
 - Daily implementation of restorative practices and approaches, weekly scholar meetings provided to students
 - Implementation and monitoring of Young Men's Alliance, Boys to Men, Girl Power, and e-mentoring students
 - Monthly check in with Safe and Civil Team based on assessed needs
 - Monitoring use of restorative approaches utilized and effect on student behavior through data collection
 - Having Conflict resolution meetings with students
 - Reflective journals students
 - Common practices in class show an increase of student applying learned skills through scholar meetings
3. Data analysis and progress monitoring of school wide structures
 - Instructional Practice Guide Data- Joy for Learning
 - Monitoring of other SQI indicators that supports the overall goal
 - Common practices in class show an increase of student applying learned skills through scholar meetings
 - **Coaches conversations with academic counselor allocation of time to reflect upon practices conducive to student focus on academics and target actions and/or consequences for students earning D's and F's or supports to help meet their needs while in sports.**
 - Misbehavior data collection
 - Goals settings with students
 - Conflict resolution meetings
 - Quarterly misbehavior data
 - Follow up meetings from conflict resolutions sessions show students have not engage in further altercations with peers
 - Students meeting behavior goals increase through counselor meetings
 - WEB trainings, Leadership trainings, progress monitor.

Owner(s):

1. Vice-Principal
 1. Safe and Civil Team
 2. All Staff
 2. Restorative Practices Counselor
 2. Guidance Learning Advisor
 3. Guidance Learning Advisor
 3. Restorative Practices Counselor
 3. Counselor
 3. Culture/Climate Coordinator

Timeline:

- August
- Monthly
- Quarterly
- End of Semesters
- End of Year 2017-2018

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

Describe Related Professional Learning:

- Parent education courses focused on IB in partnership with Parent University
- Parent and teacher conferences done once a semester
- SST participation based on need and data
- participation in officers club graduation ceremonies
- Math awareness seminars/meetings to build awareness around STEM
- STEMnight
- Spanish Home School Liaison to communicate with parents and translate
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas
- Cooper Parent Club
- Parent Coffee hours
- Parent Conferences
- Title 1 parent night

-Social Emotional/ Culture Climate

-Site 54 Professional Learning/ Site –

***4 hours out of 54 PL hours dedicated**

- Amygdala, Tiered system of interventions RTI,
- Level 1, 2, and 3 misbehaviors
- Restorative practices, positive to Negative ratio of interactions

-Curriculum Development

***4 collaboration days dedicated to planning**

- Planning- incorporating Social Emotional Competencies, restorative approaches implementation, ELD standards to IB units, Use of DRP when preparing lessons, challenging content, teachers Co-teaching and creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.

-Site 54/134 Accountable Community

***3 hours out of 54 PL hours dedicated**

- CHAMPs sessions with Pete Summers
- Implementation of Social Emotional Competencies in IB Units

-Leadership Team (ILT)

***2 hours of ILT Meetings dedicated**

- Use of cycle of continuous improvement with misbehaviors
- Conflict resolution
- Analysis of data from surveys and trends at school site

-Professional Learning Column

*8 hours of paid PL will be provided for trainings around incorporation of Restorative practices and approaches into daily lessons and daily interactions.

- Conflict resolution
- Restorative Circles
- Classroom Meetings
- Tiered system of interventions RTI
- Positive to Negative ratio

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

- Units with focus on Social Emotional Competencies
- translators for parent teacher conferences to meet student and parents' needs
- **School Wide incentive- Field trip based on GPA**
- Use WEB students to lead incoming 6th graders
- WEB meeting with 6th grade student to teach leadership skills and social emotional skills. Materials and supplies will vary since they are explained in the lessons for the WEB program. Food, snacks and drinks

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

- Goal monitoring with Guidance Learning Advisor and parent to look at areas of needed improvement and providing them with next steps and supports
- Credentialed teacher to help students at tier 3 of RTI pyramid for social emotional skills
- Therapy referral for students reaching tier 2-3 of social emotional RTI pyramid
- Afterschool designated class for students earning a D or an F in any class
- Use of SDAIE strategies across content areas to reach all learners
- Use of After school program and before school program to target students that show gaps in misbehavior

are part of the planning for these events since the lessons take up the lunch and break times from students.

and is linked to academic standing.

- WEB Meetings quarterly with WEB Leaders and spiders (mentee) to track progress. Materials and supplies will vary since they are explained in the lessons for the WEB program. Food, snacks and drinks are part of the planning for these events since the lessons take up the lunch and break times from students.
- Boys to Men, Young Men's Alliance, Girl Power and E-mentoring meetings and lessons. Supplies are determined by lessons at hand and may include journals, paper, poster paper, markers, dry-erase markers, pencils, pens, binders, dividers, trips to Wonder Valley for leadership training, trips to colleges as assigned by program leader and based on student SMART goals, and end of the year fieldtrip for students that met their year long goals.
- Officers club for both girls and boys may need paper, poster paper, markers, dry-erase markers, journals, pencils and pens and food, drinks and snacks as needed based on time of meetings.
- Scholar Meetings with focus on areas of misbehavior data to teach according to the misbehavior we observe.
- Continue with Quarterly Behavior Assemblies to reteach expectations school wide
- Provide students with purple tickets for positive behavior
- Boys to Men program for 6th grade students falling under tier 2 and 3 of RTI pyramid
- Girl Power Program for 6th grade girls falling under tier 2 and 3 of RTI pyramid
- Start Young Men's Alliance through the lens of Design for 7-8 grade students
- Restorative practices Training for students
- Utilize and implementation of Restorative practices and hold students accountable to follow through with contracts
- Provide Conflict resolution training for students in WEB
- Provide Conflict resolution training for students with high number of misbehaviors related to K (Disrespect)
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- Binders and folders for projects and classwork
- Reflection Journals
- Graphic organizers and SDAIE strategies to reach all learners
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops or tablets for group and individual math projects
- Dryerase markers and whiteboards for group collaboration and checking for understanding
- Dryerase markers, Smartboard, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoints and access to the internet to access videos or data related to social emotional skills

Cooper Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for teachers for planning and tutoring to support Actions 1-5	\$	8,290.00
4	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to support Action 4	\$	2,000.00
Total									\$	10,290.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	70.49	60.49	California Teaching Fellows Foundation
3158 - Students with a D or F on their report card	70.49	60.49	On-Site Counseling/FPU

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

70.49% of students obtained a D or F grade by end of year 2015-2016, in order to ensure our students are on meeting the High School Readiness indicators we must target the percent of students earning a D or an F which will in turn affect the GPA

SMART Goals

By June 2018, the percent of unduplicated students earning a D or F grade will be reduced by 10% from 70.49% by end of year (EOY) 2016 to 60.49% by EOY 2018.

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

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

1. Staff collaboration around implementation of math and ELA standards across content areas and align IB MYP units to rigor of CCSS standards across grade levels

- Use of Coherence and Progression maps and calendars to guide discussions around students' assessed needs and gaps in math, ELA, social studies, science, design, physical education, VAPA, Spanish and design lessons accordingly
- Assess students for skills through common formative assessments and monitor progress.
- Work with Teams to build coherence within 6-8th grade courses to lead a larger number of students to be proficient in skills by the time they reach 8th grade.
- Help with creating opportunities for implementation of foundational math and English skills across content areas through PL creation and collaboration as well as Team meeting discussion and skills mapping.
- Use of Common Assessments/assignments
- Use of Instructional Practice Guide Data to progress monitor and assess needs
- Use of advisory class for academic support for students that have D's or F's
- Use of EIS tool to provide students with appropriate support

Owner(s):

1. Principal
1. Counselor
1. All Staff
1. Afterschool Program
2. Principal
2. Counselor
2. All Staff
2. Afterschool Program
3. Principal
3. Counselor
3. All Staff

Timeline:

- Weekly AC meetings
- Biweekly Team meetings
- Monthly ILT meetings
- Monthly Algebra chats with other ACs
- Quarterly Team meetings reflection
- Semester progress monitor assessments
- End of year reflection

2. Progress Monitoring, Needs Assessments and Reflection

- Use of Instructional Practice Guide Data to progress monitor and assess needs
- Monitoring of other SQII indicators that supports the overall goal
- Pre and Post Assessments
- interim assessments
- PE assessments, look at growth from previous years
- Illuminate Assessments
- IB unit aligned to GVC assessments for Math/Algebra/ELA content area
- IB unit assessments for all content areas
- Formative assessment data from district to track progress and engage in reflective chats with students and as AC teams
- Rubric needs assessment
- Walkthrough assessment data based on challenging content
- IB MYP staff reflections
- IB MYP student reflections
- IB assesses unit progress and possible gaps in each content area to be addressed
- Parent and teacher conferences based on needs
- Student study teams as needed based on data
- Afterschool program monitoring based on progress in lower D's and F's across grade levels

3. Coherence across all stake holders

- A-G Chats across grade levels
- Parent Meetings around A-G requirements (grade requirements), and grades
- D and F grade monitoring for math courses and Algebra I classes-student discussions
- -parent discussion
- -teacher discussion
- Collaboration with Afterschool program to ensure proper placement of students with credential teachers in ASP.
- Meetings with rest of admin. Team to report trends.
- Coaches conversations with academic counselor allocation of time to reflect upon practices conducive to student focus on academics and target actions to consequences for students earning D's and F's or supports to help meet their needs while in sports.

3. Afterschool Program

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

- Parent education courses focused on IB in partnership with Parent University
- Math awareness seminars/meetings to build awareness around STEM
- Participation in Student Study Team meetings to provide input and support
- Participation in walking classrooms to visit student in class
- STEMnight
- PIQUE
- Home School Liaison to communicate and translate for parents
- Cooper Parent Club
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas
- Parent Coffee hours

Describe Related Professional Learning:

Curriculum Development aligned to CCSS, Instructional Practice Guide and Guaranteed and Viable Curriculum (GVC)

-Site 54 Professional Learning/ Site –

***12 hours out of 54 PL hours dedicated**

- Deconstructing the standards, Inquiry in IB classrooms
- IB training around incorporation of Common Core State Standards with use of GVC
- Challenging Content 2A and 2B
- Algebra and ELA Foundational skills across content areas
- Examining ELD standards/ SDAIE strategies in the IB world/ Scaffolds to reach a variety of learners

- Parent and teacher Conferences
- Title 1 parent night

- Literacy across curriculum
- Corrective Instruction

-Curriculum Development

***4 collaboration days dedicated to planning**

- Planning- incorporating ELD standards to IB units, Use of DRP when preparing lessons, challenging content, teachers Co-teaching and creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.

-Site 54/134 Accountable Community and Instructional Leadership Team

-14 hours prep. Period Accountable Community outside of 54 hours will be utilized for the following

- Sequence mapping of standards form 6-8th grades
- calendar of units, assessment's by looking at data analysis and corrective instruction
- Coherence and Progression of standards in 6-8 grade Mathematics courses
- Unit alignments to students' needs as identified by common formative assessment data
- Collaboration with Fresno High School around Algebra I/ 9th grade English units and progression

-Literacy and Mathematics across content areas

-Leadership Team (ILT)

***3 hours of ILT Meetings dedicated**

- Use of cycle of continuous improvement with data
- Corrective instruction analysis and planning
- SDAIE strategies in the IB world
- Interim assessment sequencing and planning
- Scaffolds to reach a variety of learners Examining

-Professional Learning Column/Paid or outside of 54 hour professional learning

-Mathematics/ ELA

***16 hours outside of 54 hours will be provided for items below**

- STEM and STEAM Professional development
- Common Core State Standards in IB
- Creation of IB units aligned to GoMath and Springboard
- Monitoring student learning through corrective planning and interim data analysis
- Understanding DOK level alignment to standards and lessons
- Assessment and Rubrics, Interim assessment sequencing and planning

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

- Use of Technology for IB unit creation
- Paid credentialed teachers to help support with homework and assignments outside of school hours
- Incentive for students meeting goals
- Translators for teacher/student and parent conferences to close the language gap
- Fieldtrip GPA criteria in place and utilized for all fieldtrips

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

- Goal monitoring with Guidance Learning Advisor and parent to look at areas of needed improvement and providing them with next steps and supports
- Illuminate for assessment purposes
- Credentialed teacher to help students at tier 3 of RTI pyramid for mathematic skills
- Afterschool designated class for students earning a D or an F in a math class

- ELMOs for delivery of lessons
- laptops and/or tablets to engage students in online homework and class assignments
- Use of Inquiry questions
- Projects based learning
- Supplies for projects as seen necessary by teacher
- Anticipatory set experiences, supplies as needed
- Binders and folders for projects and classwork
- Reflection Journals
- Graphic organizers and SDAIE strategies to reach all learners
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops or tablets for group and individual math projects
- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to mathematic skills
- Illuminate for assessment purposes
- Credentialed teacher to help students at tier 3 of RTI pyramid outside of school hours
- Afterschool designated class for students earning a D or an F in a math class
- Spanish translation for parent/teacher conferences and SST meetings.

- *Use of SDAIE strategies across content areas to reach all learners*

Cooper Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Subs for teacher planning for EL students. Actions 1, 2, 3, 4, 5	\$ 580.00
								Total	\$ 580.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0105 Cooper Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Math teachers for planning days	3,486.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contract for Math teacher planning and tutoring	3,552.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Managebac for Actions 1,2,5, NO FOOD, NO INCENTIVES	5,000.00
1	2	Sup & Conc	Instruction	Direct Trans			Transportation/buses for recruitment	1,500.00
1	2	Sup & Conc	Parent Participation	Cls Sup-Sup			Translating services for parent communication to support Actions 1,2,3,4,5	783.00
1	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.288		8,257.00
1	2	LCFF: EL	Instruction	Mat & Supp			Materials/supplies for English Learners to support Action 1	2,627.00
1	2	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Language acquisition assessor	600.00
1	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.150		4,307.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Sub teachers for ELA teacher planning days	7,844.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for ELA teachers for planning and tutoring	3,552.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Materials/supplies to support action 2, NO FOOD, NO INCENTIVES	1,939.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			*Other* : Bob Smith staff training to support Actions 1,2,5	5,000.00
2	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating for Title 1 parent meeting and other parent meetings to support Actions 1,2,3,4,5	964.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.400	IB coordinator to support actions 1,2,3, 4, 5	34,269.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Subs for teachers of Science, PE, Design, VAPA, Spanish for planning and creation of IB units	12,202.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support the academic and SEL domains and actions 1,2,3,4,5	10,527.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Bob Smith training	1,000.00
2	2	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent involvement to support actions 1,2,3,4,5	1,000.00
3	2	Title 1 Basic	Instruction	Direct-Graph			Student agendas,certificates, etc to support Actions 1, 2,3, 5	2,933.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Student planners to support actions 1,2,3,4,5	3,000.00
3	2	Sup & Conc	Instruction	Off Eq Lease			Copy Machine Lease to support actions 1,2,3,4,5	3,700.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.750	School Readiness facilitator to support with parent involvement, attendance and SEL. This will support Actions 1, 2, 3, 4, 5	44,413.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Translating for parent meetings and communication to support Actions 1,2,3,4,5	1,048.00
3	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating services for parent meetings to support Actions 1,2,3,4,5	602.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sub			Sub for HSL	540.00
3	2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Local Mileage for HSL to support actions 1,2,3,4,5	650.00
4	1	Title 1 Basic	Instruction	Nc-Equipment			Technology to support Action 4	2,000.00

4	1	Sup & Conc	Instruction	Teacher-Supp	Supplemental contracts for teachers for planning and tutoring to support Actions 1-5	8,290.00
5	1	LCFF: EL	Instruction	Teacher-Subs	Subs for teacher planning for EL students. Actions 1, 2, 3, 4, 5	580.00
						\$176,165.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$36,270.00
Sup & Conc	7090	\$129,989.00
LCFF: EL	7091	\$9,906.00
Grand Total		\$176,165.00

Domain Totals	Budget Totals
Academic	\$103,205.00
SEL / Culture & Climate	\$72,960.00
Grand Total	\$176,165.00