

Cooper Middle

10621666057285

Principal's Name: Sandy Auble

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Sandy Auble', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the 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 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 and Family 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 re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sandy Auble	X				
2. Chairperson -					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sandy Auble		
SSC Chairperson			

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Cooper - 0105

ON-SITE ALLOCATION

3010	Title I	\$44,190 *
7090	LCFF Supplemental & Concentration	\$135,663
7091	LCFF for English Learners	\$14,859
TOTAL 2020/21 ON-SITE ALLOCATION		\$194,712

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,473
Remaining Title I funds are at the discretion of the School Site Council	\$42,717
Total Title I Allocation	\$44,190

Cooper Middle 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	55.469 %	44.505 %	2018-2019	51.505 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	34.598 %	32.369 %	2018-2019	39.369 %

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

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

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

CA students performed at a decrease with 41.51% of students either exceeding or meeting standards in ELA, from the previous year at 48.5.9%.

Below are specific action steps that will continue to happen at Cooper Academy.

- Differentiated literacy support strategies for students performing significantly below grade level.
- IB training outside school around ELA alignment with Common-Core Standards
- Planning of CFA aligned to essential standards
- Quarterly planning days Regional ILT- continue to develop site PLC utilizing data to target instructional needs
- Weekly tutorial
- Professional learning to focus on data analysis and CFA creation
- Before and after school designated classes for D's and F's
- Off-site training and conferences
- Revamp our testing schedule to improve testing culture for students and staff
- ELA will continue using Wonders (Grade 6) and Springboard (Grades 7-8) as the core-reading curriculum with planned differentiated instruction.
- IReady is used as a benchmark (school wide) assessment that students take at the beginning, middle and end of the year.
- IReady and CFA are used to help predict the overall literacy achievement, based on reading/writing

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

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

CA Dashboard Subgroup Points below standard:

- African American -58.1
- Asian - 9.2
- Hispanic/Latino - 22.6
- English Language Learners- 60
- Socioeconomically Disadvantage- 24.3
- White- 25.2 above standard

ELA scores for African American subgroup showed a decrease of 13.9 point from previous year. Currently AA subgroup is at 58.1 points below grade-level standard placing them in the "orange" along with Hispanic at 22.6 with a decline of 9.8 points, English Learners at 60 with a decline of 9.8 and socioeconomically disadvantaged at 24.3 with a decline of 9.3. Since there is still a large discrepancy between their white peers, currently at "Green" at 25.2 above standard and an increase of 10.5 points, we will be implementing support systems utilizing Iready tools for designing interventions and supports for our AA and EL subgroups. PLC time is used for teachers to discuss CFA and target students for structured tutorial time to conduct mini/ intervention lessons, so students are able to receive immediate re-teaching of material they are struggling with. All other subgroups are at no performance color band.

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

grade-level standards, of all students.

- Teacher-Led Centers are utilized to provide systematic, explicit, small group instruction. Specific activities are selected to differentiate instruction for each student or a small group of students. Centers keep students academically engaged in meaningful activities that reinforce and extend learning.
- Tutorial Structure- Students who have scored low on school wide IReady assessment, CFA, or did not meet class learning goal receive targeted intervention in weak areas shown on these assessments or set grade-level standards.
- Continue PLC Data-Based process for identifying students meeting target standards and students in need of tier 2 & tier 3 intervention.
- Continue Academic Incentives for student excelling academically.
- AC are closely monitoring students' progress towards learning targets (Focus standards)

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

Actions below are in progress and on track to meet targets.

- Math will continue using GoMath (Grades 6-8) as the core-Math curriculum with planned differentiated instruction.
- IReady is used as a benchmark (school wide) assessment that students take at the beginning, middle and end of the year.
- IReady and CFAs are used to help predict the overall math achievement, based on math grade-level standards of all students.
- Teacher-Led Centers are utilized to provide systematic, explicit, small group instruction. Specific activities are selected to differentiate instruction for each student or a small group of students. Centers keep students academically engaged in meaningful activities that reinforce and extend learning.
- Tutorial Structure- Students who have scored low on school wide IReady assessment, CFA, or did not meet class learning goal receive targeted intervention in weak areas shown on these assessments or set grade-level standards.
- Continue PLC Data-Based process for identifying students meeting target standards and students in need of tier 2 & tier 3 intervention.
- Continue Academic Incentives for student excelling academically.
- AC are closely monitoring students' progress towards learning targets (Focus standards)

CA Dashboard Subgroup Points below standard:

- African American - 98
- Hispanic/Latino - 52.1
- English Language Learners - 85.4
- White - 5.7 above standard

According to CA Dashboard in Mathematics, the African American subgroup are at 98 points below grade level and showed a decline of 18.8 points based on previous year, landing them in the "red". English Learners performed at 85.4 points below standards but maintained 1.4 points landing them in the "Orange". Since there is still a large discrepancy between their white peers, currently at "Blue", with 5.7 above standard and an increase of 37.2 points; we will be implementing support systems utilizing IReady tools for designing interventions and supports for our AA and EL subgroups. PLC time is used for teachers to discuss CFA and target students for structured tutorial time to conduct mini/ intervention lessons, so students are able to receive immediate re-teaching of material they are struggling with. Hispanic subgroup, "yellow" subgroup with a 52.1 below standard but a 12 point increase. Socioeconomically disadvantaged subgroup also at a "yellow" at 53.6 below standard but an increase of 11.8 points. All other subgroups are at no performance color band.

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

Major differences between the intended and actual implementation:

- Supplemental contracts - Site will continue to provide supplemental contracts for before school and after school tutorial with certificated staff.
- Professional Learning Onsite and Offsite- Site will continue to provide teachers with a variety of instructional learning experiences based on the needs of the school.
- Technology, books, materials and supplies - Site will continue to provide resources for students to help support in increasing Literacy and Math Skills.
- Communication services and materials to support parent involvement - Site will continue to provide services to inform, collaborate, and support parents in meeting students' needs.
- Home School Liaison - Site will continue to provide services to inform, collaborate, and support parents, students, and staff in meeting students' needs.
- RTI Substitutes for Student Study Teams and Data Chats
- Teacher tutoring was budgeted for ELA teachers but was not fully implemented due to lack of teacher availability.

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

Currently all actions are currently working based on data gathered from multiple sources. The following are some modifications or additions that have been made:

- PL on how to embed Social-Emotional Skills with Academic curriculum to support students in obtaining social skills like growth mindset, self-regulation, etc.
- Fidelity checks for advisory (organization and SecondStep) and tutorial intervention structure.
- Instructional Leadership Team (ILT) will meet regularly with the Admin. team to provide suggestions for staff development, individual/group interventions, peer observation and instructional improvements designed to support alignment with the CCSS/IB/GVC.
- Site admin. will conduct site walks using the IPGtool to calibrate and ensure high quality instruction through the lens of challenging content and ownership.
- Students receive 45 min. of computer-assisted Math instruction using IReady in areas of growth based on grade-level standards through outside of ELA and Math courses.
- Increased focus on possible functions of misbehavior and impact on academics.
- PL on how to match the needs of the students with offered intervention like Check-In/Check-Out, Restorative Circles, Tutorial, etc.
- School-Wide PL on culturally responsive teaching and learning and examination of implicit bias.
- COST Team: The COST team will meet once every two weeks to discuss intervention strategies with teachers of students (Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.

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

1 SSC:

The following items were suggested:

- Tutorials
- Technology
- Parent Workshops: Family needs of IB information and Unit of study.
- Make classes more engaging and relevant to students
- Incentives for students
- More support staff for tier 2-3 students (full time social-worker, RC counselor)

2 ELAC:

Data was shared with ELAC:

- The following items were their suggestions.
- Tutorials Technology
- Parent Workshops: Family needs of IB information and Unit of study.
- More exposure for parents and students to attend colleges (Exposure)
- Afterschool Literacy class for EL
- Summer School Literacy for EL

3 Staff:

Data was shared with Staff: The following items were their suggestions.

- Professional learning opportunities with IB
- Tutorial improvements
- More support staff for tier 2-3 students (full time social-worker, RC counselor)
- Tutorials
- Technology Data analysis SBAC/Iready alignment and analysis of questions PL
- IB Training Materials and supplies

Action 1

Title: Students Meeting or Exceeding Grade-Level Math Standards

Action Details:

Cooper Academy will increase Math proficiency and performance of all students through the implementation of high quality classroom instruction and CCSS aligned curriculum across all subject areas with an emphasis on periodic

common formative and summative assessments. Also common instructional practices that promote growth and narrow the achievement gaps for English learners, SPED students, African-American, and Hispanic/Latino subgroups to eliminate barriers to student success.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Implement the use of Interim Blocks provided by Smarter Balanced to assess existing instructional practices and address the instructional needs of all learners. Communication of assessment data from Admin. Team to PLCs /staff to use as a basis for improving mathematics instruction.

Owner(s):

Principal, VP, GLA, teachers

Timeline:

-Quarterly
-Ongoing

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

Principal over Math PLC teams, monitors collaboration and ensures the use of I-Ready data, IABs, CFA data, Scope and sequence, formative information, and student work linked to CCSS student attainment and instructional practice guide tool that inform day-by-day instruction.

Owner(s):

Principal, VP, GLA

Timeline:

-Weekly
-Biweekly PLC meetings
-Ongoing-AC Walkthroughs

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

AC agendas, Planning Calendars, IB Units/Reflections/Artifacts, CFAs and CFA analysis protocols reviewed by ILT and Admin. Team to ensure students' understanding of Math CCSS obtainment are analyzed by AC, common formative assessment are high quality with clear learning targets, and a follow-up process is being conducted by teachers for students not meeting Math grade-level standards.

Owner(s):

Admin. Team, Lead Teachers, IB Coordinator

Timeline:

-Monthly
-End of Unit Cycle

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

Continue to design and implement common Math Assessments that reflect learning targets aligned to CCSS. Lead teachers in using result of CFA to create cycles of improvement (Plan, Teach, Assess, Reflect, Reteach).

Owner(s):

Accountable Communities (AC)

Timeline:

-Monthly
-Ongoing

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

Agendas from Professional Learning sessions and Admin meetings show implementation of planned professional learning around improving Math Instructional Practices, planned differentiated professional learning focused around identified areas of need, and on-going, job embedded professional learning aligned to IB and implementation of Common Formative Assessment.

Owner(s):

Admin. Team, IB Coordinator

Timeline:

Monthly

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

IB Coordinator to monitor IB units show alignment to Math CCSS standards Scope and Sequence, and guarantee viable curriculum (GoMath)

Owner(s):

Admin. Team, IB Coordinator, Math Team

Timeline:

-Monthly
-Ongoing

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

Use of Manageback by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.

Owner(s):

Principal, IB Coordinator

Timeline:

Monthly

Ongoing

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

Professional Development in research-based instructional strategies for teachers.

Owner(s):

Math Leads Teacher

Math Department

Math Admin.

Timeline:

Ongoing

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

Before/After School Support for Math-Continue tutoring

Owner(s):

Math Teachers

Timeline:

Ongoing

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

Math articulation across all grade levels(6th-8th) for sequencing and to determine essential skills students need to master at each grade-level.

Owner(s):

Math Teachers

Math Admin.

Math Lead

Timeline:

Quarterly

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

School-Wide PL on culturally responsive teaching and learning and examination of implicit bias.

Owner(s):

School Staff

Timeline:

Ongoing

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

Progress monitoring (classroom observations, feedback, reflective conversations) and weekly discussion of trends from IPG Data Report.

Owner(s):

Administration

Timeline:

Daily, weekly, Ongoing

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

COST Team: The COST team will meet once every two weeks to discuss intervention strategies with teachers of students(Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.

Owner(s):

Administration, Counselor, RC, Social Worker, Teachers

Timeline:

Byweekly

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

- Use of Inquiry Based instruction, supplies as needed
- Tutorial intervention designated class for students earning a D or an F in a math class
- Before school and after-school Tutorial with emphasis on mathematics support.
- Projects/Problem based learning Supplies for projects as seen necessary by teacher
- Calculators, laptops/tablets for GoMath, Khan Academy, Schoology, and online activities
- Student Binders and folders for classwork and project
- 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 and tablets to influence the use of technology while assessing in IReady and IABs.
- Dry erase markers, Smart Board, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoint and access to videos or data related to mathematics skills
- Math journals and/or portfolios for students to assist with organization and use as a resource tool.
- Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.
- Teacher Planning Days- incorporating ELD standards to IB units, Use of GoMath 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.
- Provide substitute teachers to allow teachers release time to attend SST/student meetings.
- Provide substitute teachers to allow ACs to meet and plan instruction utilizing FUSD scope and sequence
- IB consultant
- Fun Work-Test Prep Event
- iReady for diagnostic and classroom instruction, intervention and support
- Student's awards for academic growth and achievement
- Provide Tier 1, Tier 2, and Tier 3 Supports. Tier 2 - Teachers will monitor student learning in Math and provide differentiated support (small group instruction, strategic grouping, instruction with targeted feedback, etc.). Tier 3 - Academic Counselor will provide support through check-and-connects to target student's individual needs.

Specify enhanced services for EL students:

- Goal setting with GLA and student to look at areas of need, provide them with next steps and support.
- Communication of progress with parents/Guardians
- ELPAC Goal-Setting Chats and ELPAC Prep support
- EL student Progress monitored
- Credentialed teachers provides support for EL students at tier 3 of RTI pyramid for Literacy skills.
- Afterschool designated class for students earning a D or F in a ELA class
- Use of SDAIE strategies across content areas to reach all learners Instructional practices foster cooperation and collaboration.
- Concepts presented accurately, logically and in engaging ways.
- Advisory class provided to support to long-term EL students in level 3-4 ensuring proper support of instruction around ELD standards.
- The teacher employs student-centered instructional practices.
- Students are frequently partnered with peer learners to enhance learning opportunities.

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

- Back to School Night provides opportunity for parents to learn about expectations in Math classes and how to communicate with teachers.
- Parent Conference for students that are identified as needing additional support to build parent commitment and support for home and school.
- Math awareness seminars/meetings to build awareness across the content areas (specific focus on STEM and STEAM)
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas.
- Parent IB continuum classes at Cooper Academy and Fresno High School.
- Title 1 Parent Meeting
- ELAC Meeting used to keep English Learner parents up to date on Student's performance, share voice of parent ideas, comments, and concerns.
- Parent meeting with admin. and teachers to report on progress, assessment results, resources to support English Learner achievement. Transportation available.

Specify enhanced services for low-performing student groups:

- - Continue goal monitoring (Check and Connect) with Counselor, parents, and student to look at areas of need, provide them with next steps and supports.
 - Tier 2 and 3 student Progress monitored
 - Targeted after school interventions will be held by certificated staff to support EL students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress.
 - Credentialed teacher to help students at tier 3 of RTI pyramid for Literacy skills.
 - Goal monitoring with counselor/GLA, parents, and student to look at areas of need, provide them with next steps and support.
 - Educational/instructional off site experiences
 - Technology, books, materials and supplies
 - Communication services and materials to support parent involvement
 - Home School Liaison
 - iReady for targeted groups of students

Describe Professional Learning related to this action:

- Plan differentiated professional development focused around developing Math common formative assessments, shared results of student work from those assessments, and decisions about grouping, re-teaching, and tutorial needs. and differentiation based on assessment results.
- Provide on-going, job embedded professional development on aligning CCSS, GVC and IB.
- Provide Math 6, Math 7, and Algebra professional development in foundational Skills and instructional strategies facilitated by site, district and/or regional colleagues.
- Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and school-wide focus areas.
- Administration will use the Instructional Practice Guide to provide common language about instructional goals, and feedback given weekly.
- Provide staff opportunities to learn to analyze and use student SBAC, IABs, GoMath, ELPAC, iReady and CFA results in instructional planning.
- Seminars and conferences specifically designed around IB instruction and rubric.
- Provide staff opportunities to learn to use technology resources including Khan Academy, GoMath Online,

- Grade Level Counselor meetings provide specific areas of need, A-G on track, additional support, and tutoring.
- Parents of re-designated students will be informed of their students' success and given information on continued academic and proficiency growth.
- Progress reports sent home quarterly
- Report cards sent home quarterly
- Communicate and facilitate parent access to ATLAS Online System and Edutext
- Weekly School Messenger messages
- Regular reporting of student progress by administration during SSC meetings
- Attendance clerk will provide information to parents regarding absenteeism and truancy
- Regular communication via email, text, and/or phone to parents of students identified at-risk in academics and/or behavior
- Title 1 Involvement Policy and Staff-Student-Parent compact with all stakeholders

- Google classroom, etc. to assist with differentiated instruction.
- Instructional planning with a focus on the cycle of continuous learning (Essential standards, CFAs, Analysis of student learning, differentiated support) Strategic grouping and differentiated support.
- Continue focus on Challenging Content, ownership, and cultural proficiency across all subject areas
- Develop literacy through all content instruction
- Opportunities provided for peer observations

Action 2

Title: Students Meeting or Exceeding Grade-Level ELA Standards

Action Details:

Cooper Academy will increase ELA proficiency and performance of all students through the implementation of high quality classroom instruction and curriculum across all subject areas with an emphasis on academic language, common formative assessments, common instructional practices, and literacy across the core areas. Literacy implementation across core areas will promote growth and narrowing achievement gaps for English learners, SPED students, African-American, and Hispanic/Latino subgroups to eliminate barriers to student success.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

VP(7/8 Grade) and GLA(6 Grade) over ELA PLC teams, monitors collaboration and ensures the use of I-ready data, CFA data, Scope and sequence, formative information, and student work linked to CCSS student attainment and instructional practice guide tool that inform day-by-day instruction.

Owner(s):

Principal, VP, GLA

Timeline:

-Weekly
-Biweekly PLC meetings
-Ongoing- AC walkthrough

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

AC agendas, Planning Calendars, IB Units/Reflections/Artifacts, CFAs and CFA analysis protocols reviewed by PLC and Admin. to ensure students' opportunity of engagement with ELA CCSS attainment.

Owner(s):

Admin. Team, PLC, ILT, IB Coordinator

Timeline:

-Monthly
-Prior of Unit Cycle

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

Accountable Communities develop, revise, and analyze the effectiveness of the given common formative assessment that includes a clear learning targets and identify students' gaps in ELA learning target. AC's plan and implement agreed action steps for students not meeting learning targets.

Owner(s):

Accountable Community (AC)

Timeline:

-Monthly

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

Agendas from Professional Learning sessions and Admin meetings show implementation of planned professional learning around improving literacy Instructional Practices, planned differentiated professional learning focused around identified areas of need, and on-going, job embedded professional learning aligned to ELA Standards, IB and implementation of Common Formative Assessment.

Owner(s):

Admin. Team, IB Coordinator

Timeline:

-Monthly
-Ongoing

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

IB units show alignment to ELA CCSS standards Scope and Sequence, and guarantee viable curriculum (6th/Wonders, 7/8 SpringBoard)

Owner(s):

Administration Team, IB Coordinator, AC ELA Teams

Timeline:

-Monthly
-Ongoing

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

Use of Manageback by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.

Owner(s):

Principal, IB Coordinator

Timeline:

Monthly
Ongoing

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

Use of IB Coordinator to monitor IB Requirements, Unit Creation and planning aligned to CCSS, GVC, and IB

Owner(s):

Principal, IB Coordinator

Timeline:

Daily

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

Teachers will continue to increase student ownership through the use of academic discourse strategies.

Owner(s):

Teachers

Timeline:

Daily

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

School-Wide PL on culturally responsive teaching and learning and examination of implicit bias.

Owner(s):

Staff

Timeline:

Ongoing

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

Analysis Protocol of CFA by ILT and administration to ensure CFAs are high quality with clear learning targets, Include a follow-up process conducted by teachers for students not meeting reading and writing at grade-level standards.

Owner(s):

ILT, Administration

Timeline:

Monthly, Ongoing

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

Implement the use of Interim Blocks provided by Smarter Balanced to assess existing instructional practices and address the instructional needs of all learners. Communication of assessment data from Admin. to PLCs /staff to use as a basis for improving ELA instruction.

Owner(s):

Principal, VP, GLA, teachers

Timeline:

Quarterly, Ongoing

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

Continue to design and implement common ELA Assessments that reflect learning targets aligned to CCSS. Lead teachers in using result of CFA to create cycles of improvement (Plan, Teach, Assess, Reflect, Reteach).

Owner(s):

ELA Teachers

Timeline:

Ongoing

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

Provide supplemental contracts for teachers to provide academic tutoring Before/After School.

Owner(s):

ELA teachers

Timeline:

Daily

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

Provide substitute teachers for ELA teachers to engage in the work of articulation across all grade levels(6th-8th) for sequencing and to determine essential skills students need to master at each grade-level.

Owner(s):

ELA Teachers

Timeline:

Quarterly

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

Progress monitoring (classroom observations, feedback, reflective conversations) and weekly discussion of trends from IPG Data Report.

Owner(s):

Admin.

Timeline:

Daily,Weekly,Ongoing

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

COST Team: The COST team will meet once every two weeks to discuss intervention strategies with teachers of students(Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.

Owner(s):

Administration, Counselor, RC, Social Worker, Teachers

Timeline:

Byweekly

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

- AC discuss and implement appropriate strategies to reach all learners
- Use of Managebac 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
- Credentialed staff after school to provide additional supports to follow RTI model for Long Term EL students in tier 3 of the pyramid.
- Access to laptops and tablets to influence the use of technology while assessing in Iready/IABs
- Dryerase markers, Schology, Elmo, laptop, and whiteboard for teacher instruction PowerPoints and access to the internet to access videos or data related to literacy skills
- Folders to track progress and chats
- Tablets to use literacy program for after school RTI 3 support
- Tablets to use for accessing literacy in the classroom through the use of technology
- Rubrics to assess EL progress in meeting ELPAC and ELA standards Interim reflection process- Reflection journals
- Teacher Planning Days- incorporating ELD standards to IB units,Use of Wonders, Springboards when preparing lessons aligned to common core state standards, challenging content.
- Teachers collaboration in creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.
- Provide substitute teachers to allow teachers release time to attend SST student meetings.
- Provide substitute teachers to allow ACs to meet and plan instruction utilizing FUSD scope and sequence
- IB Consultant
- Fun Work-Test Prep Event
- Small group instruction for identified students within the classroom
- IReady for diagnostic and classroom instruction, intervention and support
- Provide Tier 1, Tier 2, and Tier 3 Supports. Tier 2 - Teachers will monitor student learning in ELA and provide differentiated support (small group instruction, strategic grouping, instruction with targeted feedback, etc.). Tier 3 - Academic Counselor will provide support through check-and-connects to target student' individual needs.
-

Specify enhanced services for EL students:

- Goal setting with GLA and student to look at areas of need, provide them with next steps and support.

Specify enhanced services for low-performing student groups:

- Continue goal monitoring(Check and Connect) with Counselor, parents, and student to look at areas of

- Communication of progress with parents/Guardians
- ELPAC Goal-Setting Chats and ELPAC Prep support
- EL student Progress monitored
- Credentialed teachers provides support for EL students at tier 3 of RTI pyramid for Literacy skills.
- Afterschool designated class for students earning a D or F in a ELA class
- Use of SDAIE strategies across content areas to reach all learners Instructional practices foster cooperation and collaboration.
- Concepts presented accurately, logically and in engaging ways.
- Advisory class provided to support to long-term EL students in level 3-4 ensuring proper support of instruction around ELD standards.
- The teacher employs student –centered instructional practices.
- Students are frequently partnered with peer learners to enhance learning opportunities.

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

- Back to School Night provides opportunity for parents to learn about expectations in ELA classes and how to communication with teachers.
- Parent Conference for students that are identified as needing additional support to build parent commitment and support for home and school.
- Literacy awareness seminars/meetings to build awareness around literacy across the content areas (specific focus on biliteracy, language arts, STEM and STEAM)
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas.
- Parent IB continuum classes at Cooper Academy and Fresno High School.
- Title 1 Parent Meeting
- ELAC Meeting used to keep English Learner parents up to date on Student's performance, share voice of parent ideas, comments, and concerns.
- Parent meeting with admin. and teachers to report on progress, assessment results, resources to support English Learner achievement. Transportation available.
- Grade Level Counselor meetings provide specific areas of need, A-G on track, additional support, and tutoring.
- Parents of re-designated students will be informed of their students' success and given information on continued academic and proficiency growth.
- Progress reports sent home quarterly
- Report cards sent home quarterly
- Communicate and facilitate parent access to ATLAS Online System and Edutext
- Weekly School Messenger messages
- Regular reporting of student progress by administration during SSC meetings
- Attendance clerk will provide information to parents regarding absenteeism and truancy
- Regular communication via email, text, and/or phone to parents of students identified at-risk in academics and/or behavior
- Title 1 Involvement Policy and Staff-Student-Parent compact with all stakeholders

- need, provide them with next steps and supports.
- Tier 2 and 3 student Progress monitored
- Targeted after school interventions will be held by certificated staff to support EL students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress.
- Credentialed teacher to help students at tier 3 of RTI pyramid for Literacy skills.
- Goal monitoring with counselor/GLA, parents, and student to look at areas of need, provide them with next steps and support.
- Educational/instructional off site experiences
- Technology, books, materials and supplies
- Communication services and materials to support parent involvement
- Home School Liaison
- iReady for targeted groups of students

Describe Professional Learning related to this action:

- Plan differentiated professional development focused around developing ELA common formative assessments, shared results of student work from those assessments, and decisions about grouping, re-teaching, and tutorial needs. and differentiation based on assessment results.
- Provide on-going, job embedded professional development on aligning CCSS, GVC and IB.
- Provide Literacy professional development in foundational Skills and instructional strategies facilitated by site, district and/or regional colleagues.
- Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and school-wide focus areas.
- Administration will use the Instructional Practice Guide to provide common language about instructional goals, and feedback given weekly.
- Provide staff opportunities to learn to analyze and use student SBAC, CFA, and IReady results in instructional planning.
- Seminars and conferences specifically designed around IB instruction and rubric.
- Provide staff opportunities to learn to use technology resources including Wonders online tool, SpringBoard Online, Google classroom, etc. to assist with differentiated instruction.
- Professional learning on how to use DOK level in mathematics aligned to Literacy and CCSS claims to expose students to rigorous tasks and challenging content.
- PL/Conference to support all content areas-sub/supplemental support provided
- Instructional planning with a focus on the cycle of continuous learning (Essential standards, CFAs, Analysis of student learning, differentiated support) Strategic grouping and differentiated support.
- Continue focus on Challenging Content, ownership, and cultural proficiency across all subject areas
- Develop literacy through all content instruction
- Opportunities provided for peer observation.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for PL and planning	4,872.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL and planning	7,283.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies - NO FOOD, NO INCENTIVES	14,562.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for Math and ELA	10,000.00
G1A1	Title 1 Basic	Instruction	Travel			Math and ELA professional learning conferences	2,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Agenda, Personal Project Journal, class materials	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PL and planning	5,944.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teacher tutoring, PL and planning	14,028.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	32,478.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	4,153.00
G1A1	Sup & Conc	Instruction	Travel			Conference travel	1,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office copier lease	4,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			IB consulting	1,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facitr, Schl Readiness	0.7500		50,690.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for PL and planning	1,189.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL and planning	2,804.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	2,092.00
G1A1	LCFF: EL	Instruction	Travel			EL conferences	500.00

\$162,595.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	94.964 %	2018-2019	100 %

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

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

Goal 2 Participation Rate

Cooper Academy is committed to aligning our efforts and resources to our District Goal 2. All students will engage in arts, activities, and athletics. We will continue to provide the opportunities and space for the development of student peer to peer relationships and increased connection between students and caring adults on campus. The way that we insure this happens is by providing a wide array of art, clubs, and activities that are paired with student interest and adult interest.

- Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct, coach, and supervise the students involved in Folklorico, Drawing, Robotics, Anime, Student Council, Book Club, Eco Warriors, Boys Officers, Skateboard Club, Film, Futsal, Animal Compassion, Hero Club, Asian Student Union, Latino Student Union, Black Student Union, Knitting, Crafting, and School of Rock.
- Cooper Academy is also committed to providing Varsity and Junior Varsity offerings in athletic sports when their enough interest and players in the particular sport
- Cooper Academy will also provide necessary resources (supplies, materials, consumables, incentives) to support the aforementioned activities clubs and sports.
- Campus Culture- Continue to scanning student ID's and/or utilizing sign-ins at events to capture students attending.
- Pull monthly reports of students not involved in order to target those students
- Utilize morning announcements and/or advisory to disseminate info to students regarding upcoming events and activities
- Fall & Spring Club Rush to help students find clubs they are interested in joining
- Meeting with club advisers regarding expectations for clubs

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

Goal 2 Participation Rate

All of our students are involved in Goal 2 activities according to PowerBI data report.

- African American - 100%
- Asian - 100%
- Foster Youth - 100%
- Hispanic/Latino - 100%
- SPED- 100%
- White - 100%
- Homeless- 100%
- Other- 100%

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

Resources allocated were used in the following areas:

Resources allocated were used in the following areas:

- Building positive relationships between students and adults
- Performing arts Supplemental pay contracts to teachers serving as club advisers
- Student Incentives
- Transportation
- Student Recognition
- Action Graphics, promotional materials, banners, etc.
- Travel and Professional Learning for staff

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

The following implementations are effective and will continue the upcoming school year:

- Utilizing Climate Culture Team to promote staff and student engagement and collaboration.
- Promote positive staff engagement and involvement on campus
- Continue to provide opportunities for staff, parents, and students to identify ways to increase Goal 2 opportunities onsite and offsite.

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

1 SSC:

- Look at incentive for engagement
- Ensure there are not barriers to engagement
- Better connect tutorial and engagements (eligibility)
- Importance of engagement is well-communicated
- Athletic/Activity Tutoring for Student Athletes.
- Value of engagement is well-communicated so students are aware of what is going on around campus.

2 ELAC:

- Look at incentive for engagement
- Transportation
- Importance of engagement is well-communicated

3 Staff:

- Variety of after-school opportunities
- Improve athletic facilities and equipment
- Need for more timely feedback/incentives (immediate)
- Use of social media for advertising and celebration
- Translate flyers and other communications
- More clubs/activities geared toward subgroups that are not engaged

Action 1

Title: Student Engagement

Action Details:

Cooper Academy is committed to aligning our efforts and resources to our District Goal 2: All students will engage in arts, activities, and athletics. We will continue to provide an inclusive school climate where students have opportunities and space to develop student peer to peer relationships and increase connection between students and caring adults on campus. Cooper Academy is also committed to providing Varsity and Junior Varsity offerings in athletic sports and promote interest for students to tryout. Cooper Academy will provide necessary resources (supplies, materials, consumables, incentives) to support the aforementioned activities clubs and sports.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

School Climate Survey will be analyzed by question and by subgroup as part of a Cycle of Continuous Improvement; this analysis will be compared to ATLAS engagements to identify opportunities to engage more students

Owner(s):

VP over Goal 2, Admin. Team

Timeline:

End of Semester/ prior to surveys held in spring

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

Participation in Athletics, with data about student grades and retention, monitored by Athletic Director and shared with Admin team.

Owner(s):

Athletic Director, Admin. Team

Timeline:

Monthly

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

School Calendars show opportunities for field trips and other engagement activities

Owner(s):

Admin. Team

Timeline:

Monthly

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

Calendars and artifacts from WEB and Student Leadership show opportunities to engage on campus to build a positive school climate and connectedness with all students and staff.

Owner(s):

WEB Advisors/ Campus Culture Director

Timeline:

Monthly

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

Artifacts and/or available Engagements in ATLAS Engagement Tool show the variety of opportunities for student engagement.

Owner(s):

Admin. Team, Campus Culture Director

Timeline:

Quarterly

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

Monitor student participation and attendance data in Goal 2 activities, as evidenced by ID cards scanned at events, and Engagement entries in ATLAS.

Owner(s):

Campus Culture Director
Athletic Director

Timeline:

Monthly

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

- Engagement strategies and recognition of Engagements provided for students
- Weekly/lunchtime activities every week for all students to participate
- Rallies
- Student's vs staff events: students have the chance to jump onto a field/court and have some competitive fun against teachers to help build student and staff relations.
- School community service days
- Athlete Tutorial Program: Provide resources to keep students athletically eligible
- Tutorial services
- 8th graders will visit Fresno High the spring before entry to select electives, learn about Goal 2 opportunities, and gain a sense of the culture and climate of Fresno High and how to be IB program will continue.
- WEB monthly activities, both academic and social. Provide supplemental contracts to WEB coordinators and resources for incoming 6th and 7th grade student orientation activities. Students entering Cooper at any point after the

beginning of the year will have a WEB buddy identified who will on-board them with Goal 2 opportunities, availability of Tutorial, a campus tour, and textbook check-out.

- Provide transportation (i.e., bus, bus tokens) in some cases as needed to remove a barrier of transportation from students who could not otherwise participate in Goal 2 activities.
- Provide resources for incentives to encourage participation in culture and climate activities (e.g., students who reach a certain level of participation earn a small prize).
- Increase opportunities to solicit student voice in school-wide decisions.
- Increase staff attendance at student events and build staff culture by creating a system of staff competitions (e.g., staff team that gets most staff attending student events wins).
- Provide materials and resources to support advertising and promotion of involvement opportunities, including Message Boards for cafeteria and quad.
- Provide substitute release time for band directors, Tournament of Tech Coach, Battle of the Books, etc. to attend planning meetings, work side-by-side with regional colleagues onsite.
- Provide additional resources for VAPA performance programs to increase student pride and ownership in performances, as funds available.
- Provide opportunities for student leadership and develop stronger pathways from feeder schools in the Fresno High region by supporting regional leadership conferences, activities, and community service opportunities.

Specify enhanced services for EL students:

- GLA and Home School Liaison will work with families of EL students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
- Monthly monitoring of Goal 2/Student Engagement data for the following sub-groups: SPED, Foster Youth, African-American, EL Students

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

- Parent Orientation will include an emphasis on Goal 2.
- Parent meetings will include an emphasis on Goal 2.
- School Readiness Facilitator and Home School Liaison will work with families of students who have historically been under-involved in Goal 2 (e.g., EL) to engage parents in understanding of the role of Goal 2 in students' academic success.
- Parent Coffee Hours

Specify enhanced services for low-performing student groups:

- VP, GLA, Counselor will work with families of Tier 2 and 3 students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
- Monthly monitoring of Goal 2/Student Engagement data for the following low-performing groups: SPED, Foster Youth, African-American, EL Students

Describe Professional Learning related to this action:

- Engagement Team will meet quarterly for Cycles of Engagement Review to analyze data related to student involvement, coordinate programs, and create follow-up actions (Campus Culture Director, WEB Advisor, Goal 2 VP, Athletic Director, counselor, class sponsors).
- WEB Leader training. Additional staff will be trained as WEB advisors and coordinators, to create a comprehensive yearlong program to serve 6-8th graders.
- Support staff attendance at CADA conference
- Ambassadors/Club Advisors training for Goal 2 data will be shared school-wide in order to generate staff awareness of students who are uninvolved
- Coaches will use a reflective tool in collaboration with the Athletic Director to set goals for program and monitor progress

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			College visits, VAPA travel, educational travel	1,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			bell schedules, certificates, agendas, process journals, class materials	2,000.00
G2A1	LCFF: EL	Instruction	Direct-Graph			EL certificates, process journals	200.00

\$3,200.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 6th Grade	100 %	0 %	2018-2019	7 %
Exposure to Careers - 8th Grade	100 %	0 %	2018-2019	7 %

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

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

Exposure to Careers - 6th Grade
 Exposure to Career enrollment in 6th grade

Exposure to Careers - 8th Grade
 Exposure to Career enrollment in 8th grade

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

Exposure to Careers - 6th Grade
 Exposure to Career enrollment in 6th grade:

- SPED- 100%
- African American - 100%
- Asian - 100%
- Hispanic/Latino - 100%
- Other-100%
- English Language Learners - 100%
- Foster Youth- 100% Homeless- 100%

Exposure to Careers - 8th Grade
 Exposure to Career enrollment in 8th grade:

- There were no disproportionalities found within any subgroup.

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

Continue to provide opportunities for students that support in building students' skills necessary for workplace success. Items include visits to Colleges/Universities; Organization Skills (Scholar Meeting), Community Partners (greater access to work-based opportunities); Project Based Learning (STEAM/STEM, Service Hours, Community Project, etc), etc..

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

Site will continue to expose all 6th and 8th grade students to a college campus to motivate them to succeed in high school in preparation for college. 6th and 8th grade students have enjoyed the educational trip and have been apply to apply the learning in the classroom to facts, artifacts, experiences, and presenters outside of the classroom to enrich their learning.

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

1 SSC:

Feedback/Suggestions:

- Students have had many opportunities to take field trips.
- They appreciate the wide variety of experiences kids are getting.
- Continue providing agenda books to students to support the learning/practice of time management and organizational skills.

2 ELAC:

Feedback/Suggestions:

- Parent informed of opportunities for students
- Parent Workshop Connections to IB and IB report Cards
- More hands-on opportunities

3 Staff:

Feedback/Suggestions:

- Use of daily the student planners with attention to student study skills, time management and organization.
- Consider other activities or incentives that reinforce workplace competencies (i.e., IB Learner Profile traits, attendance)
- Create and implement keyboarding

Action 1

Title: Exposure to Careers

Action Details:

Cooper Academy administrators, teachers and counselors will provide students with multiple opportunities to learn about careers and develop skills such as problem solving, critical thinking and teamwork through career exploration activities. Students will also build self-awareness and begin to develop a plan for reaching future goals. Provide high quality classroom instruction and curriculum that promote college and career readiness with interventions in place to eliminate barriers to student success.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Units and students Artifacts that incorporate career-related project-based learning and activities to develop 21st century employability skills in the classroom.

Owner(s):

Administration, Teachers

Timeline:

Ongoing

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

Atlas Engagement tool and Fieldtrip participation list to explore and be introduced to CTE courses at FUSD High schools.

Owner(s):

Administration, Counselor, Campus Culture

Timeline:

Ongoing

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

Student participation list/Unit of study to expose students to academic and career planning with accessible online tools.

Owner(s):

Administration, Counselor, Teachers

Timeline:

Ongoing

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

List of events/Speakers where students are given the opportunity to interact with business and community leaders.

Owner(s):

Administration, Counselor, Teachers

Timeline:

Monthly

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

School calendar shows events of STEM/STEAM Career Exploration, to provides students the opportunity to see how workers in STEM/STEAM fields define and solve problems through the use of science, technology, engineering and math to benefit our world.

Owner(s):

Administration, Counselor, Teachers

Timeline:

Monthly

Ongoing

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

- Career exploration field trips
- School-Wide Scholar Meeting Topics
- Career Guest Speakers
- Restorative Circles (Skill Building)
- Individual Counseling
- PSAT
- HERO Club
- Check and Connect-Focus Students
- IB Learner Profile Exploration
- CTE Event
- YMA/YWA
- Academic Chats
- Guidance Curriculum
 - Social Media
 - Career Cruising 7th and 8th Grade
- Small Group Counseling
 - Study Skills
 - Organization
 - Anger Management
 - Girl CODE (Positive girl communities)
- A-G Presentations
- HS Graduation Presentations
- Elective Rankings
- Provide transportation (i.e., bus, bus tokens) in some cases as needed to remove a barrier of transportation from students who could not otherwise participate in Goal 3 activities. and to support Goal 2 engagement activities
- Provide resources for incentives to encourage participation in career exploration activities (e.g., students who reach a certain level of participation earn a small prize).
- Increase opportunities to solicit student voice in school-wide decisions.
- Provide materials and resources to support advertising and promotion of career exploration involvement opportunities, including Message Boards for cafeteria and quad.
- Provide substitute release time for teachers to attend planning meetings and/or events.
- Move Up Visits
- College/Career Exploration (creating meaning)

- You Matter Day
- BSU Night
- HBCU Expo in Los Angeles
- WEB
- STEM/STEAM Family Night
- Youth Tech. Academy at Fresno State
- University Visits
- Talent Search Program for 8th Graders
- JKC for 7th grade
- Change Makers

Specify enhanced services for EL students:

- GLA, Home School Liaison, School Readiness Facilitator will work with families of EL students, who have historically been under-involved in Goal 3, to engage parents in understanding the role of Goal 3 in students' academic success.
- Monthly monitoring of Goal 3/Student career explorations data for the following sub-groups: SPED, Foster Youth, African-American, EL Students

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

- Parent Orientation will include an emphasis on Goal 3.
- Parent meetings will include an emphasis on Goal 3.
- Home School Liaison and school readiness facilitator will work with families of students who have historically been under-involved in Goal 3 (e.g., EL) to engage parents in understanding of the role of Goal 3 plays in students' academic success.
- Parent Coffee Hours presentation on upcoming Career exploration events

Specify enhanced services for low-performing student groups:

- GLA, Counselor, VP, Home School Liaison, School Readiness Facilitator will work with families of low-performing students (tier 2,3), who have historically been under-involved in Goal 3, to engage parents in understanding the role of Goal 3 in students' academic success.
- Monthly monitoring of Goal 3/Student career explorations data low-performing students

Describe Professional Learning related to this action:

- ILT Team will meet quarterly for Cycles of Review to analyze data related to students opportunity for career exploration involvement in the classroom, discuss coordinate programs, and discuss follow-up actions and implementation.
- WEB Leader training. Additional staff will be trained as WEB advisors and coordinators, to create a comprehensive yearlong program to support 6-8th graders career exploration events.
- Support staff attendance at CADA conference
- Ambassadors/Club Advisors training for Goal 3 data will be shared school-wide in order to generate staff awareness of students who are uninvolved in career exploration events.
- Teachers will use a reflective tool in collaboration with the Counselor and School Readiness Facilitator to set goals for program and monitor progress towards career exploration and acquisition of 21st century employability skills.
- Counselor attends ASCA Student Mindsets and Behavior conference
- PL in Restorative Circles (Skill Building)

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent involvement/Parent Meetings	1,000.00

\$1,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	4.208 %	9.123 %	2018-2019	7.123 %
Suspensions Per 100	5.129 %	6.474 %	2018-2019	5.474 %

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

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

Chronic Absenteeism

- Transportation- Buses are provided to students to and from school daily.
- Progress made due to intentional intervention systems.
- Continue to monitor and provide incentives to promote regular attendance.
- Positive connections with staff Incentives for attendance Parent meetings - Coffee hour, Parent University, Restorative Practices
- Awards Rallies
- Attendance meetings with admin team
- HS readiness Climate and Culture Team
- Saturday Academy
- COST Team: The COST team will meet once every two weeks to discuss intervention strategies with teachers of students (Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.

Suspensions Per 100

- Consistent Positive Behavior Interventions and Supports (PBIS) and regular Culture-Climate Team work.
- Early development of Tier 2 and Tier 3 group supports needs
- Weekly class meetings
- Clubs
- Positive incentives
- Strategic job assignments
- COST Team: The COST team will meet once every two weeks to discuss intervention strategies with teachers of students (Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.

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

Chronic Absenteeism

Students with health concerns, receiving counselling services, have multiple appointments that cause them to be absent from school. Also, students come from all areas within the district making it challenging for many students to arrive on time.

PowerBI Absenteeism data per 100:

- Students with disabilities - 10%
- ELL- 7.6%
- Other- 6.3%
- Hispanic/Latino - 7.1%
- White - 15.8%
- African American- 15.2%
- Foster Youth- 22%
- SPED- 25%

Suspensions Per 100

Consistent school-wide Positive Behavior Interventions and Supports (PBIS) has decreased disproportionality. Continued need to use data in real time to respond.

PowerBI Suspension data per 100:

- Students with disabilities- 8.5%
- ELL- 2.5%
- African American - 8.5%
- White - 15.8%
- Other- 17.6%

The significant subgroup with significant dis-proportionality are students with disabilities and AA. The needs

for students with disabilities and AA subgroup are being supported through targeted instruction, Before and after school tutorial, weekly CFA tutorial. Also, use alternative means of correction such as individual and group counseling. We also use and implement site Levels of Misbehavior form that tracks student send out and assesses weekly misbehavior data. Our After-School Program provides students the opportunities for students to connect with coaches, and teaching staff in a variety of ways to encourage relationship-building. Continue to use our COST Team to constantly monitor students who are considered "High Risk." Team consists of Administration, Restorative Counselor, School Social Worker, School Psychologist and Site Nurse, etc.

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

Supplemental contracts - Site will continue to provide supplemental contracts for before school and after school tutorial with certificated staff. Technology, books, materials and supplies - Site will continue to provide resources for students to help support in increasing Literacy and Math Skills. Continue to work alongside with Restorative Practices Communication services and materials to support parent involvement - Site will continue to provide services to inform, collaborate, and support parents in meeting students' needs. Home School Liaison - Site will continue to provide services to inform, collaborate, and support parents, students, and staff in meeting students' needs. Continue the use alternative means of correction such as individual and group counseling. We also use and implement site Levels of Misbehavior form that tracks student send out and assesses weekly misbehavior data. Our After-School Program provides students the opportunities for students to connect with coaches, and teaching staff in a variety of ways to encourage relationship-building. Continue to use our COST Team to constantly monitor students who are considered "High Risk." Team consists of Administration, Restorative Counselor, School Social Worker, School Psychologist and Site Nurse, etc.

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

Suspension data has not showed increase and will improve through our restorative practices and tier 2 and 3 interventions. The site will continue to use our Home School Liason to support increased parent involvement and parent education classes. We will continue to do our behavior chats and Weekly class meetings to support students gain social skills and better manage their behavior. The site will also review our behavior policies to ensure it is equitable. Continue to use our COST Team, newly established, to constantly monitor students who are considered "High Risk." Team consists of Administration, Restorative Counselor, School Social Worker, School Psychologist and Site Nurse, etc.

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

1 SSC:

- Support for students with attendance concerns (e.g., bus tokens)
- Continue to message the importance of attendance
- Provide incentives Supports for students with missing assignments (get back on track)
- Additional services for students with emotional needs

2 ELAC:

- Support and better communication for students with attendance concerns
- Transportation
- Continue to message the importance of attendance
- Provide incentives Supports for students with missing assignments (get back on track)

3 Staff:

- Technology in Classroom: More incorporation of technology
- Increase/continue efforts to decrease level 1 and 2 misbehaviors
- Continue work to ensure that all students have an accepting climate at Cooper
- Greater learning around social-emotional teaching practices
- Ask students what their needs are

- Analyze data: Attendance, suspension data

Action 1

Title: Attendance

Action Details:

Cooper Academy will support attendance of students by providing a comprehensive, tiered program of attendance monitoring and intervention. We will target our low-performing group, African American (15.2%). Cooper will monitor and analyze attendance data in order to identify root causes behind attendance issues; link families with resources to improve attendance and ensure students are back on track. Students will be re-integrated into the learning following an absence.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

For overall monitoring of Chronic Absence rate and ADA: The Chronic Absence rate reviewed weekly by GLA over Attendance and shared with Admin Team and Attendance Clerk.

Owner(s):

GLA, Admin. Team, Attendance Clerk

Timeline:

Weekly

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

GLA will run ATLAS reports (Truancy Student Summary Report, Attendance Rates (ADA) Report and Students with Chronic Truancy Report) to share with team.

Owner(s):

GLA

Timeline:

Weekly

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

Detailed Interventions: One School Readiness Facilitator and Community School Liaison will work with Tier 3 attendance issues (below 90%) ADA. Home school Liaison will do calls home and home visits daily. GLA will work with Tier 2 attendance issues (90% - 94%), making calls weekly to discover reasons for truancy. Both attendance clerks will work with Tier 1 attendance issues, speaking with parents and students daily, helping facilitate A1 meetings, and making changes in attendance as needed.

Owner(s):

GLA over attendance, Home School Liaison, Attendance Clerk

Timeline:

Daily
Weekly
Ongoing

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

Site records (attendance call logs, home visit logs, sign-ins from A1 parent meetings) monitored weekly by GLA over Attendance to ensure intervention strategies being implemented.

Owner(s):

GLA

Timeline:

Weekly

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

Edu-Text usage statistics and School Messenger logs monitored monthly to ensure communication to families about attendance is occurring.

Owner(s):

GLA

Timeline:

Monthly

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

Agendas and records from Parent workshops and A1 meetings show implementation of planned attendance education/intervention sessions with parents.

Owner(s):

GLA

Timeline:

Monthly

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

Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.

Owner(s):

Principal

Timeline:

Monthly

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

- Attendance Clerk will monitor attendance patterns; communicate with homes of those with excessive absences; and schedule conferences with Home School Liaison, counselors or GLA to assess root causes behind poor attendance and connect with services.
- Mini-lessons taught by all teachers at beginning of each semester will include lessons focused on the importance of regular attendance.
- Incentives will be given to promote regular attendance.
- Provide resources to discourage students being tardy to class, including: Supplemental Contracts for staff (lunch and after school detention for tardies) Materials and supplies (graphics, curriculum for students with chronic tardies)
- Provide transportation (bus tokens) for students in unstable situations who need assistance with transportation.
- Quarterly onsite Attendance Meetings for students below 90% ADA to: 1) collect student input for causes of truancy, 2) review attendance expectations, and 3) to set goals with students. GLA, attendance clerks, and home school liaison and member of SARB team will help run the meetings.
- Students will be able to attend Saturday Academy, 4-hour enrichment sessions that allow the school to reclaim ADA and the student to reconnect to school.

Specify enhanced services for EL students:

- Home School Liaison, School Readiness facilitator and GLA will coordinate and run small group sessions to educate EL parents about attendance monitoring and intervention.
- Bus tokens provided for students experiencing transportation challenges or other hardships.

Specify enhanced services for low-performing student groups:

- Home School Liaison, School Readiness facilitator and GLA will coordinate and run small group sessions to educate parents of targeted groups, African American and Students with disabilities, about attendance monitoring and intervention.
- Bus tokens provided to targeted groups, African American and Students with Disabilities, experiencing transportation challenges or other hardships.

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

- Home School Liaison and School Readiness Facilitator will coordinate parent workshops and focus groups to address particular problems of attendance.
- Parents will be provided with information, encouragement, and support to register for Edutext to monitor daily attendance during their visits to the site and during daily home visits conducted by the Home School Liaisons and/or School Readiness Facilitator.
- Parents will continue to receive automated phone notification when their student is absent.
- Parents will receive truancy notifications and participate in A1 Parent Meetings to support daily attendance.
- Attendance Clerk will run daily logs of absences, make personal phone calls to parents to inquire about the reason for absences, and coordinate with home school liaisons, School readiness facilitator and GLA to provide interventions for students.

Describe Professional Learning related to this action:

- Administration will engage in a Cycle of Inquiry about best practices for attendance intervention within the team and with colleagues across the region.
- All staff will understand the importance of accurate and timely attendance recording; and will develop and communicate an all-site common message about attendance.
- All staff will engage in a continuous inquiry and professional learning to increase engagement in lessons and build relationships with students.
- All staff will plan for Tier 1 classroom systems that support regular attendance, including systems for quickly catching students up following an absence. (Part of classroom CHAMPS plan in MTSS system).
- Administrative team and relevant staff will engage in a book study of Safe and Civil Schools' attendance intervention resources in order to develop systems of attendance intervention.
- Attendance Clerk will receive regular training and feedback from district support staff about effective attendance procedures.

Action 2

Title: Suspension

Action Details:

Suspension per 100 students was 3.08% in 2018-2019. As part of a Multi-Tiered System of Supports (MTSS), Cooper Academy will provide a tiered approach to positive behavior using the Safe and Civil Schools Framework for PBIS (Positive Behavior Intervention and Supports). Cooper will focus on our low performing group, African American (8.5%). Cooper staff will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new policies and procedures to support our goals. Tier 1 services focus on common areas and school-wide policies, consistent agreements across the staff about response to misbehavior through an instructional approach; addressing safety, conflict, and bullying. Tier 2 supports include includes opportunities for reflection, an emphasis on restoration and learning from mistakes; and Tier 3 includes connection to services to meet underlying needs and an expansion of efforts to involve and support families.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Suspension rate and the rate of unique students suspended reviewed quarterly by Administrative team.

Owner(s):

VP, Admin. Team

Timeline:

Quarterly

Ongoing

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

The rate of misbehaviors/suspensions incidents and the rate of students with 2 or more suspensions will be monitored bi-weekly and discussed with Admin Team.

Owner(s):

Admin. Team, Staff

Timeline:

Bi-Weekly

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

Student ATLAS Portfolio Behavior entries will be analyzed for patterns (e.g., where misbehavior happens, consistency of admin responses, students with repeated behaviors).

Owner(s):

Principal, Admin. Team

Timeline:

Monthly

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

Behavior Reflection Forms and Referrals logged daily and reviewed weekly to ensure completion of communication feedback protocol between teachers, Admin. team, RP Staff, counselor and re-engagement center staff.

Owner(s):

Admin. Team, Staff

Timeline:

Daily, shared with admin team

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

Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.

Owner(s):

Principal

Timeline:

Monthly

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

Artifacts from Class Meetings, school-wide assemblies, and common lessons show evidence of instruction in SEL social-awareness skills and a balance of positive-behavior building/reinforcement with communication of rules, consequences, and other structures.

Owner(s):

Admin. Staff, Staff

Timeline:

Weekly Class Meetings, Quarterly Behavior Assemblies

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

Agendas and records from Parent Workshops, VP and counselor conference logs, and Home School liaison logs of home visits show intervention and outreach sessions with parents.

Owner(s):

VP

Timeline:

Monthly

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

Classroom observations using the Instructional Practice Guide show evidence of creating a culture of learning and ownership.

Owner(s):

Admin. Team

Timeline:

Daily

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

Students with 3 or more referrals to the office and 2 or more suspensions will be referred to the Tier 2 system for intake process. The student completes behavior workshop and then is monitored to ensure there are no further referrals or suspensions.

Owner(s):

VP

Timeline:

Monthly

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

COST Team: The COST team will meet once every two weeks to discuss intervention strategies with teachers of students (Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.

Owner(s):

Administration, Counselor, RPC, Social Worker, Teachers

Timeline:

Byweekly

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

- Mini-lessons taught by all teachers at the beginning of each quarter to go over Guidelines for Success, consequences for misbehaviors, school-wide and common area expectations, and resources for help.
- Students referred to the office for Level 2 or chronic Level 1 misbehaviors will engage in reflection, goal setting, and conflict resolution that encourages accountability and restoration.
- Provide staff and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and complete missing classwork.
- Structure Wednesday-Thursday Advisory Lessons provide to teachers for Class Meetings to build relationships, reinforce expectations, teach Social/Emotional skills explicitly, and Cyber Safety.
- Opportunities to engage with Fresno High Human Element and Breaking Down the Walls to build knowledge and reinforcing Social Emotional skills.
- Provide supplemental contracts to support lunch-time and after-school detention to increase reflection opportunity and accountability for misbehaviors.
- Tier 2 program-regulators- created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better choices to prevent an unwanted impact.
- Develop Tier 2 and Tier 3 systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention.
- Establish systems for students to provide feedback and voice about school climate issues.
- Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry.
- Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports.
- Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentorships.
- Provide opportunities for student leadership through clubs, peer mediation and mentorship (both here at Cooper and region schools), student advisory committees, Men's & Women's Alliance, etc.

Specify enhanced services for EL students:

- Ensure that EL Students are given the opportunity to verbally process, ask questions, and understand the content during Class Meetings and school-wide instruction.
- Re-Entry Meeting with RP Counselor With Agreements to prevent possible future suspension
- Student Study Team analyzing trends and patterns where incidents are occurring
- Behavior Support Plan with VP/GLA
- Check and Connect Mentoring and progress monitoring with Principal/MP/GLA/Counselor

Specify enhanced services for low-performing student groups:

Re-Entry Meeting with RP Counselor With Agreements to prevent possible future suspensions
Climate Team analyzing trends and patterns where incidents are occurring
Behavior Support Plan for our targeted groups, students with disabilities and ELL with VP/GLA
Check and Connect Mentoring and progress monitoring for our low-performing groups (Students with disabilities, ELL, and AA with Principal/MP/GLA/Counselor)

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

- Admin., teachers, and staff will communicate with families regarding behavior; refer to local agencies or school services as appropriate; and coordinate family educational opportunities and promote family and community involvement in school activities.
- Parents of students who have been suspended will meet with school officials to discuss behaviors and develop a behavior contract.
- Parents of students who have been suspended more than once will be required to have a meeting, with a home visit conducted if necessary.
- Regular messaging to families will include Guidelines for Success and awareness of resources as well as consequences for misbehavior.
- Parents of students whose behavior appears to be connected to emotional issues will receive information about counseling and support services.

Describe Professional Learning related to this action:

- Team Awesome, comprised of teachers, classified staff, administrators, counselors, and students will meet monthly to function as a leadership team for climate—reviewing data, recommending plans, and presenting to staff.
- Members of Team Awesome will engage in off-site professional learning at the Safe and Civil Schools National Conference with the focus on systems to support SEL and greater connectedness to school.
- Team Awesome and site administrative team will use data to identify trends and adapt strategies to address behaviors.
- Team Awesome will align with feeder schools in order to develop a strategic and cohesive plan to support Tier 1 school-wide systems that support positive behavior.
- Provide continued support for staff to engage in off-site professional learning opportunities on culture/climate topics (e.g., restorative practices, conflict mediation, trauma-sensitive practices). Describe Professional Learning related to this action:
- All staff will engage in professional learning about Tier 1 classroom systems that support positive behavior, make agreements about consistent messaging across campus, and build relationships with and among students.
- RP counselor, Academic Counselor, and administrative team will review and implement conflict mediation training.
- Administrative team will focus bi-weekly meetings on analysis of behavior data, with an emphasis on building consistency in response across the team, noticing patterns, and identifying and implementing intervention and support strategies.
- Professional learning to support CCSS implementation will emphasize strategies for engagement, dialogue, and Ownership tenet of the Instructional Practice Guide; which in turn supports the development of relationships and the teaching of social emotional skills.
- Professional learning for teachers to integrate SEL strategies in regular classroom instruction: growth mindset, self-awareness, self-management, self-efficacy and social awareness through a variety of strategies.
- Involve all staff in examination of data and goal-setting (SMART goals) for culture and climate indicators: sense of belonging, misbehaviors, attendance.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			parent meetings, PTC conferences	316.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent communication and parent meeting materials	1,157.00
G4A1	Sup & Conc	Instruction	Oth Cls-Sub			sub for classified support	3,109.00
G4A1	Sup & Conc	Instruction	Dues And Mem			ASCD membership, CADA membership	500.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent support - supplemental contract	316.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2875		12,251.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Support for parents and students	1,987.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Support for parents and students - extra-time	207.00
G4A1	LCFF: EL	Instruction	Oth Cls-Supp			ELPAC assessment support	1,265.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			parent meetings and PTC	316.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1500		6,393.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL travel	100.00

\$27,917.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0105 Cooper Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for PL and planning	4,872.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL and planning	7,283.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies - NO FOOD, NO INCENTIVES	14,562.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for Math and ELA	10,000.00
G1A1	Title 1 Basic	Instruction	Travel			Math and ELA professional learning conferences	2,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Agenda, Personal Project Journal, class materials	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PL and planning	5,944.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teacher tutoring, PL and planning	14,028.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	32,478.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	4,153.00
G1A1	Sup & Conc	Instruction	Travel			Conference travel	1,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office copier lease	4,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			IB consulting	1,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.7500		50,690.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for PL and planning	1,189.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL and planning	2,804.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	2,092.00
G1A1	LCFF: EL	Instruction	Travel			EL conferences	500.00
G2A1	Sup & Conc	Instruction	Direct Trans			College visits, VAPA travel, educational travel	1,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			bell schedules, certificates, agendas, process journals, class materials	2,000.00
G2A1	LCFF: EL	Instruction	Direct-Graph			EL certificates, process journals	200.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent involvement/Parent Meetings	1,000.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			parent meetings, PTC conferences	316.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent communication and parent meeting materials	1,157.00
G4A1	Sup & Conc	Instruction	Oth Cls-Sub			sub for classified support	3,109.00
G4A1	Sup & Conc	Instruction	Dues And Mem			ASCD membership, CADA membership	500.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent support - supplemental contract	316.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2875		12,251.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Support for parents and students	1,987.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Support for parents and students - extra-time	207.00
G4A1	LCFF: EL	Instruction	Oth Cls-Supp			ELPAC assessment support	1,265.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			parent meetings and PTC	316.00
G4A1		Attendance & Social Work Service	Cls Sup-Reg		0.1500		6,202.00

G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1500	6,393.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileage		HSL travel	100.00
						\$194,712.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,190.00
Sup & Conc	7090	\$135,663.00
LCFF: EL	7091	\$14,859.00
Grand Total		\$194,712.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$162,595.00
G2 - All students will engage in arts, activities, and athletics	\$3,200.00
G3 - All students will demonstrate the character and competencies for workplace success	\$1,000.00
G4 - All students will stay in school on target to graduate	\$27,917.00
Grand Total	\$194,712.00