

## Hoover High

10621661032911

Principal's Name: Rebecca Wheeler

Principal's Signature:



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

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

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

**Consolidated Program Assurances**

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

School Site Council


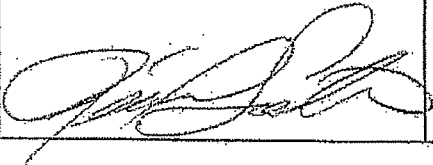
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rebecca Wheeler	X				
2. Chairperson - Richard Salinas				X	
3. Chris Gage		X			
4. Panhia Vang		X			
5. Elaine Guzman		X			
6. Oliver Valenzuela		X			
7. Yolanda Lopez			X		
8. Christina Tolbert				X	
9. Amber Flores				X	
10. Jacqueline Manrinquez					X
11. Mackenzie Rivera					X
12. Clarissa Cota					X
13. Non-member - Vice-Principal - Colleen Mahmood					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Rebecca Wheeler		3/21/2016
SSC Chairperson	Richard Salinas		3/31/16

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2017/18

Hoover - 0235

**ON-SITE ALLOCATION**

3010	Title I	\$152,296 *
7090	LCFF Supplemental & Concentration	\$375,645
7091	LCFF for English Learners	\$55,245
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$583,186</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$57,266
Remaining Title I funds are at the discretion of the School Site Council	\$95,030
Total Title I Allocation	\$152,296

## 2017 - 2018 SPSA Needs Assessment

SCHOOL : Hoover ▼ Select

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">2523</a>	<b>District Dashboard (Goal 4):</b> CORE Waiver: Four Year Cohort Graduation Rate	9/10*	86.23%	86.52%	N/A <sup>1</sup>	N/A <sup>1</sup>	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">3162</a>	<b>District Dashboard (Goal 4):</b> Percentage of graduates who completed A-G requirements	6/10*	49.08%	42.68%	N/A <sup>2</sup>	N/A <sup>2</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	6/9	N/A <sup>3</sup>	41.16%	40.24%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	4/9	N/A <sup>3</sup>	17.34%	19.85%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	5/10	0.00% <sup>4</sup>	77.43%	72.99%	60.09%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	<a href="#">3178</a>	<b>District Dashboard (Goal 1):</b> Percentage of Advanced Placement (AP) exams passed (scoring 3+)	8/9	18.09%	18.86%	14.68%	N/A <sup>5</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">5978</a>	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam	6/9	N/A <sup>3</sup>	13.55%	9.51%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	<a href="#">5982</a>	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	4/9	N/A <sup>3</sup>	3.31%	2.91%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common	6/10	N/A <sup>7</sup>	N/A <sup>7</sup>	33.89%	37.20%	•LCAP Dashboard - 4PupilAchievement

Formative Assessment

•SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

<input type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A <sup>8*</sup>	N/A <sup>8</sup>	N/A <sup>8</sup>	0.00%	17.86%	•LCAP Dashboard - 4PupilAchievement
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**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	7/10	6.90%	18.23%	11.49%	4.27%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	2/9*	13.51%	28.57%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	1/9	55.56%	40.96%	50.00%	47.77%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	7/10	93.73%	93.71%	93.58%	93.90%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	7/11	13.92%	15.71%	15.80%	14.55%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance

Number and percentage of students



<input type="checkbox"/>	<a href="#">4849</a>	who are truant as defined by education code (3 or more truancy violations)	7/10	N/A <sup>10</sup>	N/A <sup>10</sup>	79.69%	57.24%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/11	27.95%	14.68%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	10/10	18.25%	20.32%	21.54%	10.43%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	9/10	0.46%	0.41%	0.70%	0.34%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">6046</a>	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	10/10*	8.58%	9.70%	N/A <sup>11</sup>	N/A <sup>11</sup>	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	7/9	74.04%	67.82%	70.02%	69.84%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7131</a>	Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period	N/A <sup>12*</sup>	N/A <sup>12</sup>	N/A <sup>12</sup>	N/A <sup>12</sup>	0.00%	•SQII Index - A-G - On-Track Status (Related)
<input checked="" type="checkbox"/>	<a href="#">7137</a>	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	4/10	N/A <sup>13</sup>	N/A <sup>13</sup>	66.17%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7136</a>	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	7/10	N/A <sup>13</sup>	N/A <sup>13</sup>	75.18%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7139</a>	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	7/10	N/A <sup>13</sup>	N/A <sup>13</sup>	57.45%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

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

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

**Elementary Segment Example:**

*Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.*

**High School Segment Example:**

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

Instructional supervisor name will appear once approved

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

Last Edit: RWheeler - 02/24/2017

Save

## Hoover High 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

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

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	40.24	45	A-Z Reading
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	37.2	45	California Teaching Fellows Foundation
5978 - 11th grade students exceeding the grade level standards on the CAASPP for English (CCI Indicator)	9.51	15	

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

#### Detail the Action

LITERACY: Hoover High School will provide a Response to Intervention approach to literacy development: Tier 1 services focus on common core implementation of literacy standards in all courses so that students are developing and practicing literacy skills in every class; Tier 2 includes opportunities for deployment, flexible groupings, tutorial, PLUS, co-teaching, and strategic class size reduction in targeted areas; and Tier 3 includes mentoring, tutorial, and technology resources. All of this is predicated on a foundation of strong Accountable Communities using best practices from the *Learning by Doing?* text and associated professional learning.

#### SMART Goals

By EOY 2017-18 the percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase from 40.24% EOY 2015-16 to 45% (SQII 5926).

- By EOY 2017-18 the percentage of students scoring Standard Exceeded, which equates to "Ready" on the Early Assessment Program for college, will increase from 9.51% EOY 15-16 to 15% (SQII 5978).
- By EOY 2017-18 the percentage of students meeting or exceeding grade level standards on Interim/CFA2 will increase from 37.2% EOY 16-17 to 45% (SQII 6256).

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

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

SQII indicators 5926 (SBAC Met/Exceeded), 5978 (SBAC Exceeded), and 6256 (Interim CFA) monitored after each relevant assessment cycle by Principal and AC's and shared with Admin team and appropriate staff.

Owner(s):

Principal

Timeline:

3 times annually

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

VP over English will monitor progress of students after each interim CFA and share with Admin team and relevant staff.

Owner(s):

VP over English

Timeline:

2 times annually

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

Accountable Community agendas and artifacts (especially analysis protocols) reviewed by ILT and VPs to ensure student performance is analyzed by teams and plans are made to follow up.

Owner(s):

Lead Teachers, Admin Team

Timeline:

Monthly

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

Formative assessment data from use of the Instructional Practice Guide analyzed for evidence of progress and shared with staff.

Owner(s):

Admin Team

Timeline:

Weekly

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

Accountable Communities will develop/refine/use common formative assessments and analyze and use the results of the CFAs to monitor student progress and plan instruction.

Owner(s):

Lead Teachers

Timeline:

Monthly

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

Hoover will implement a FamilyPate Tours program to engage parents in the educational efforts of the school. Weekly, 10 families will be invited to spend one hour at Hoover. They will receive an overview of instructional and behavioral efforts, walk classrooms to observe, and debrief.

Parent Center will provide meetings and courses/modules to educate parents in high school requirements, including expectations of the Common Core standards.

Back to School Night provides opportunity for parents to learn about expectations in classes and open up lines of communication with teachers.

Describe Related Professional Learning:

- Development of a professional learning library, with a coordinator to generate continuing energy around inquiry and professional learning through book groups, strategy sharing sessions, book pass activities, etc.
- Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.
- Accountable Communities will continue to develop common formative assessments, share results and student work from those assessments, and make decisions about grouping, re-teaching, tutorial needs, and differentiation based on assessment results.
- 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. Sessions will be primarily focused on instructional strategies and taught by site and/or regional colleagues.
- Staff will be provided with ongoing, actionable data and supported with tools to interpret and question data and use it in instructional planning.
- Staff will use the Fresno Unified Instructional Practice Guide to provide common language and vision about instructional goals, and will be provided feedback weekly.
- Opportunities for continued off-site learning for representatives from departments, including conferences, weekend PL workshops, and AP workshops, in order to increase engagement in learning, connect Hoover teachers with the wider professional community, and provide new learning.
- Teachers will be provided opportunities to learn to analyze and use student PSAT and SAT results in instructional planning to support Evidence-Based Reading and Writing.

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

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

- Provide Bilingual Instructional Aides (BIAs) to support the comprehension and academic progress of EL students by working directly with students in SDAIE classrooms throughout the day.
- Provide targeted specific Tutorials for English Learners, emphasizing writing and literacy development in all classes.
- Development and expansion of lunchtime and after-school tutorial, with options to support writing.
- Provide additional SpringBoard novels and supplemental materials to support all students having access to resources.
- Provide supplemental Reading A-Z curriculum materials for DHH program to support student literacy development.
- Provide support for students to have opportunities to use Khan Academy resources to develop and practice skills in Evidence-Based Reading and Writing.
- Provide additional FTE in English, as available, to support class size reduction to allow for differentiation and additional student support.
- Provide site license for Nearpod to support English Learners and Special Education students through supplemental resources to develop literacy.
- Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes.

Specialized tutorials for EL students in writing in order to support students developing the writing skills needed for most classes.

Nearpod for ELL

Implement the Fresno Unified model for students receiving Special Education services

- expansion of Co-Teaching support to additional grade levels
- Special Education staff will fully participate as members of content-based Accountable Communities

Hoover Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Sch/Community Spanish	1.0000			\$ 55,885.00
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375			\$ 13,261.00
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$ 10,654.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.4000			\$ 35,996.00
1	1	Sup & Conc	Instruction	Travel				PL Conferences	\$ 8,000.00
1	1	Sup & Conc	Instructional Library, Media & Technology	Materials & Supplies				Spring Board Supplemental Materials	\$ 9,488.00
<b>Total</b>									<b>\$ 133,284.00</b>

**Action # 2**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	19.85	24	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	17.86	24	
5982 - 11th grade students exceeding the grade level standards on the CAASPP for Math (CCI Indicator)	2.91	6	

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

Detail the Action

MATHEMATICS: Hoover High School will provide a Response to Intervention approach to mathematics proficiency. Tier 1 supports include a strong functioning Accountable Community with common assessments and common grading practices; Tier 2 supports include the use of flexible groupings/ deployment, the strategic use of PLUS and Special Education co-teachers, an aggressive use of Tutorial, and the use of student peer tutors and college tutors directly in the Algebra I class; and Tier 3 supports include mandatory Tutorial and immediate Credit Recovery options. All of this is predicated on a foundation of strong Accountable Communities using best practices from the *Learning by Doing?* text and associated professional learning.

SMART Goals

By EOY 17-18, the percentage of students scoring Standard Met or Standard Exceeded on the math SBAC will increase from 19.85 EOY 15-16 to 24% (SQII 6169).

- By EOY 17-18, the percentage of students scoring Standard Exceeded, which equates to "Ready" for college level math, will increase from 2.91% EOY 15-16 to 6% (SQII 6008).
- By Q2 17-18, the percentage of students scoring Standard Met or Standard Exceeded on the math interim Common Formative Assessment will increase from 17.86% Q3 16-17 to 24%. (SQII 6258)

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

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

SQII Indicators 6169 (SBAC Met/Exceeded), 6068 (SBAC Exceeded), and 6258 (Interim CFA) monitored after each relevant assessment cycle by Principal and AC's and shared with Admin team and appropriate staff.

Owner(s):

Principal

Timeline:

3 times annually

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

As Growth calculations on Interim CFA are defined, VP over mathematics will monitor progress of students after each interim CFA and share with Admin team and relevant staff.

Owner(s):

VP over Mathematics

Timeline:

2 times annually

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

Accountable Community agendas and artifacts (especially analysis protocols) reviewed by ILT and VP over mathematics to ensure student performance is analyzed by teams and plans are made to follow up.

**Owner(s):**

Lead Teachers, VP over Mathematics

**Timeline:**

Monthly

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

Formative assessment data from use of the Instructional Practice Guide analyzed for evidence of progress and shared with staff.

**Owner(s):**

Admin Team

**Timeline:**

Weekly

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

Attendance data from targeted tutorials compared to student outcomes (grades, test scores) to monitor effectiveness of tutorial and make adjustments.

**Owner(s):**

VP over Tutorial

**Timeline:**

Monthly

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

Accountable Communities will develop/refine/use common formative assessments and analyze and use the results of the CFAs to monitor student progress and plan instruction.

**Owner(s):**

Lead Teachers

**Timeline:**

Monthly

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

- Back to School Night provides opportunity for parents to learn about expectations in math classes and open up lines of communication with teachers.
- Provide parent meetings at intervals when students are identified as needing additional support to build parent commitment and support for interventions.
- Parent Center will offer sessions for parents specific to supporting math homework completion and attendance at tutorials.

**Describe Related Professional Learning:**

- Accountable Community in Algebra I will continue to develop common formative assessments, share results and student work from those assessments, and make decisions about grouping, re-teaching, tutorial needs, and differentiation based on assessment results.
- Accountable Community in Geometry and Algebra II will be provided time to work with new curriculum, develop common formative assessments, share results and student work from those assessments, and make decisions about grouping, re-teaching, tutorial needs, and differentiation based on assessment results.
- 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. Sessions will be primarily focused on instructional strategies and taught by site and/or regional colleagues.
- Staff will be provided with ongoing, actionable data and supported with tools to interpret and question data and use it in instructional planning.
- Staff will use the Fresno Unified Instructional Practice Guide to provide common language and vision about instructional goals, and will be provided feedback weekly.
- Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning, connect Hoover teachers with the wider professional community, and provide new learning.
- Special Education and core Algebra teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classrooms.
- Provide time and support for professional learning for teachers of new accelerated mathematics classes (Geometry Accelerated, Algebra II/Precalculus).

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

- Development and expansion of lunchtime and after-school Tutorial, with emphasis of support in mathematics. (Tier 2, 3)
- Algebra I students will be provided with journals and/or portfolios to assist with organization and continuity of learning.
- Algebra I students who fail first semester will have opportunity for immediate S1 credit recovery in the 2nd semester (supplemental contracts for teachers to offer credit recovery over winter break).
- Master schedule developed strategically to maximize opportunities for students in Algebra I to receive responsive acceleration or intervention based on formative assessment information. (Includes additional staffing to allow for strategic class size reduction, use of PLUS to push in, scheduling of classes to allow for teacher collaboration and for deployment based on need.) (Tier 1, 2)
- On-track 11th and 12th graders who would once have had a Teacher Assistant or Open Period will instead be in a Peer Helpers class to serve as tutors and mentors in Algebra I classes. (Tier 2)
- Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.
- Provide targeted tutorial to support students in new accelerated Algebra II/Precalculus class.
- Provide additional FTE in mathematics, as available, to support class size reduction to allow for differentiation and additional student support.

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

Implement the Fresno Unified master plan for English Learners

- Provide additional Bilingual Instructional Assistants to support Arabic as well as Spanish speaking students in the content.

Implement the Fresno Unified model for students receiving Special Education services

- Increase number of sections in mathematics receiving Co-Teaching support.

Hoover Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000			\$ 17,996.00
2	1	Sup & Conc	Instruction	Books & Other Reference				PL Books for Library	\$ 1,000.00
2	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Also 1, 3, and 4.	\$ 12,000.00
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Teaching Fellows x 2	\$ 14,377.00
<b>Total</b>									<b>\$ 45,373.00</b>



### Action # 3

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	72.99	60	California Teaching Fellows Foundation
3162 - Graduates who completed A-G requirements	42.68	60	

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

#### Detail the Action

**GRADES LEADING TO GRADUATION AND A-G COMPLETION:** Hoover High School will support students to earn passing grades (and thus stay on track for A-G completion) through a system of monitoring, recognizing achievement, in-classroom assistance in challenging courses, guidance, engagement, and response to intervention, with many efforts targeted to 9th and 10th grade to ensure a strong start and teach academic habits. The academic counseling team will participate in additional professional learning opportunities so as to enhance their repertoire of skills and strategies to support all students in maximizing academic prospects and staying on-track to graduate. Additionally, the tutorial program will be restructured and expanded to include a tutorial coordinator, tracking of attendance, conduct follow-up, and mandatory tutoring for targeted students. School-wide professional learning and messaging to students will include, in addition to academic preparation and skills, development of SEL skills in growth mindset and self-management to support academic success.

#### SMART Goals

By the end of the 17-18 school year, the percentage of students with a D or F on a report card during the school year will decrease from 72.99 EOY 15-16 to 60%. (SQII 3158)

By the end of the 17-18 school year, the percentage of 9-12th grade students who are A-G on track will increase from 39.12% EOY 15-16 to 55%. (SQII 6134)

- % of 10-12th grade students who started the academic year A-G off-track and moved to A-G subject borderline status by the end of the year will increase from 9.47% EOY 15-16 to 25%. (SQII 6773)
- % of 10-12th grade students who started the academic year A-G subject borderline and moved to A-G on-track status by the end of the year will increase from 9.43% EOY 15-16 to 20% (SQII 6774)

By the end of the 17-18 school year, the percentage of 9-12th grade students on track for graduation will increase from 50.52% EOY 15-16 to 58% (SQII 6148)

- % of 9-12th grade students who started the academic year borderline or off-track for graduation and moved to on-track status for graduation will increase from 28.86% EOY 15-16 to 50%. (SQII 6152)

By the end of the 2017-18 school year the number and percentage of positive responses on the Self-Management Construct of the secondary student survey will increase by 7%, from 75.18% to 82.18%.

By the end of the 2017-18 school year the number and percentage of positive responses on the Growth Mindset Construct of the secondary student survey will increase by 7% from 66.17% to 73.17%.

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

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

SQII Indicator 3158 (% of students with D or F on report card) monitored after each grading period by Head Counselor and shared with Extended Admin team and appropriate staff.

[Owner\(s\):](#)

Head Counselor

[Timeline:](#)

Quarterly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

ATLAS static report on D's and F's and ATLAS dashboard on % of students with D's and F's monitored by Principal and shared with Extended Admin team and all staff.

[Owner\(s\):](#)

Principal

[Timeline:](#)

Bi-weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

SQII indicators on A-G progress and progress toward graduation monitored after each grading period by Head Counselor and shared with Extended Admin team and appropriate staff for follow-up actions.

[Owner\(s\):](#)

Head Counselor/Principal

[Timeline:](#)

Quarterly and August

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Grades monitored weekly by VPs (each VP monitors his/her caseload) and shared with counselors and Pathway Coordinator

[Owner\(s\):](#)

Vice Principals

[Timeline:](#)

Weekly

[Details: Explain the data which will specially 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 specially monitor progress toward each indicator target](#)

Accountable Community agendas and artifacts (including grade analysis protocols) reviewed by ILT and Vice Principals to ensure student grade outcomes are analyzed by teams.

[Owner\(s\):](#)

ILT/Principal

[Timeline:](#)

August, January

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Lesson plans and artifacts from Class Meetings, school-wide assemblies, and common lessons show evidence of instruction in SEL growth mindset and self management skills.

[Owner\(s\):](#)

Vice Principal over Culture/Climate

[Timeline:](#)

Monthly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Site records including agendas and records from Parent Workshops, VP and counselor conference logs, and Home School Liaison logs of meetings and visits show intervention and outreach sessions with parents.

[Owner\(s\):](#)

Community School Liaison

[Timeline:](#)

Monthly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Site records including attendance logs and grade analysis of targeted groups of students examined to review effects of Tutorial and other support efforts.

[Owner\(s\):](#)

VP over Tutorial

[Timeline:](#)

Monthly

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

Edu-Text usage statistics, School Messenger, and returned mail monitored monthly by VP over Attendance/Grades to ensure communication to families about grades is occurring.

**Owner(s):**

VP over Attendance/Grades

**Timeline:**

Monthly

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

- Hoover will implement a FamilyPate Tours program to engage parents in the educational efforts of the school. Weekly, 10 families will be invited to spend one hour at Hoover. They will receive an overview of instructional and behavioral efforts, walk classrooms to observe, and debrief.
- Provide a spring Parent Night for parents of incoming 9th graders to review programs available at Hoover and meet with guidance counselors to understand high school and A-G requirements and review student course selections.
- Parents will be provided with information about Edutext, a system to receive daily updates of grades and attendance via cellphone, as well as the ATLAS parent portal. Support provided by Home School Liaison and counselors.
- Parent Center will work with Parent University to offer courses/modules in grade-level-specific topics, such as preparing for college in the 11th grade.
- Parent Center facilitator will host coffee hours to educate parents about growth mindset, social awareness, and self-management; and develop strategies for parents to support their child's development of SEL Skills
- For all existing presentations where parents attend (e.g., Title 1 Meeting, 8th Grade Parent Night, AP Parent Night, Athletic Awards, and Academic Awards), we will include in the presentation specific strategies and resources for parents to access in order to support their child's development of SEL Skills that support academic success.
- Provide opportunities for parents to serve as members of WASC Focus Groups to analyze the school program and make plans for improvement.
- Host celebration events for parents to recognize when students do well academically.

**Describe Related Professional Learning:**

- Provide staffing (FTE) and supplemental contracts for WASC Focus on Learning Coordinators and Focus Chairs to lead staff through a process of data analysis, program evaluation, goal-setting, and action planning in service of overall school improvement to prepare students for postsecondary options.
- General Education and Special Education teachers will attend formal professional learning sessions to implement the Co-Teaching model, and will be provided with common planning time to develop a program of supports and intervention.
- 9th grade team including PLUS and 9th grade counselors will meet regularly to monitor student progress, develop common strategies, and review effects of implementation. 9th grade team will use student focus groups, observation, and surveys to determine learning gaps (e.g., not understanding that grades don't start over at quarter), develop lessons and activities to fill gaps, and then assess the effects of these strategies.
- Staff calendar will be developed to provide common planning time not just in subject-alike Accountable Communities but in Linked Learning pathways and grade-alike meetings so that staff engages in cycles of monitoring and learning about support strategies that result in improved student grades.
- Staff will be provided with grade data about students at regular intervals, with processes for determining action steps.
- Lead teachers will engage in professional learning about PLC systems of interventions.
- Dedicated Classroom Meetings that provide students with SEL Skills Development including: understanding the meaning of growth mindset, social awareness, and self-management, by teaching strategies and sharing resources that are transferable to classroom learning.
- The School Climate Psychologist will continue to conduct workshops that provide strategies and resources for teachers on developing students' SEL Skills.
- Admin and counseling team meetings provide strategies, resources, and supports, for engaging in interactions that promote growth mindset, self-management, and social awareness in students and teachers.
- Linked Learning Pathway teachers' attendance at professional learning sessions such as Project Based Learning and CUE.

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

- Staff will select 5 students for ongoing monitoring, support, and intervention; track the impact of efforts; and share strategies with colleagues. (Tier 3)
- Development and expansion of lunchtime and after-school Tutorial, including mandatory Tutorial for some students and targeted tutorials. (Tier 2, 3). Includes supplemental contracts and Tutor contracts for staff.
- Provide materials and supplies for recognition and incentive programs for students who do well and/or show improvement: Pate Pride, Honor Roll, Student of the Month. (Tier 1)
- Counseling calendar will be revised to include in-classroom presentations and interventions in 9th grade classes during PLUS weeks, as well as calendared dates of activities/strategies for 10th grade support.
- 9th graders will be supported with the PLUS program including credit recovery and re-teaching

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

opportunities as well as differentiated support.

- Accountable Communities will develop plans to use formative assessment data to identify needs for intervention and acceleration and provide those opportunities, using technology as needed.
- Online credit recovery (APEX and Edgenuity), both within the school day and after school.
- Students will receive embedded instruction through monthly Classroom Meetings with targeted strategies.
- Provide classroom technology to support student engagement in rigorous content and skills.
- Students in Linked Learning Pathways will receive field trips, guest speakers, collaboratively planned projects, etc., to build relevance and increase engagement. (CTE)
- Build regional awareness of importance of graduation through supporting Graduation Walks at feeder schools.
- Provide AVID and/or SEL-curriculum materials for Men's and Women's Alliance.
- Provide Teaching Fellows to assess and strategically align interventions in targeted groups of students (e.g., 9th graders 1.0-2.0 and Pathways).
- Collaborate with FUSD Special Education department to develop credit recovery options for SDC students.

Hoover Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
								Action1: PL Librarian Action 2: PL Workshops ,Math Intervention Action 4: Culture and Climate	\$	34,973.00
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Tutoring and Supplemental Contracts	\$	67,743.00
3	1	Sup & Conc	Instruction	Other Classified-Supplemental				AVID Tutors	\$	12,052.00
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology, laptops and tablets... etc.	\$	11,743.00
3	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance	\$	2,500.00
3	1	LCFF: EL	Instruction	Non Capitalized Equipment				Tablets for EL Students	\$	5,355.00
3	1	Sup & Conc	Instruction	Materials & Supplies				Student Incentives	\$	8,000.00
3	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies	\$	9,346.00
								<b>Total</b>	\$	<b>151,712.00</b>

**Action # 4**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3178 - AP Exams passed	14.68	25	
3162 - Graduates who completed A-G requirements	42.68	60	

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

Detail the Action

COLLEGE GOING CULTURE AND ADVANCED PLACEMENT: Hoover High School will build a comprehensive program to support students for rigorous courses such as Advanced Placement through focused attention on building skills in earlier grade levels, communicating the importance of advanced courses, providing professional learning for teachers, supporting students with experiences and tutorials, monitoring progress, and celebrating accomplishments.

SMART Goals

- By EOY 2017-18, the percentage of AP exams earning a qualifying score of 3, 4, or 5 will increase from 14.68% EOY 15-16 to 25% (SQII 3178).
- By EOY 2017-18, the percentage of students who meet the AP Eligibility Criteria will increase from 15.52% EOY 15-16 to 25% (SQII 5936).
- By EOY 2017-18, the percentage of students who met AP Eligibility Criteria and successfully completed the course with a passing grade will increase from 76.28% EOY 15-16 to 90% (SQII 5938).
- By EOY 2017-18, the percentage of 9-12th graders on-track A-G as of the most recent grading period will increase from 39.12% EOY 15-16 to 55%. (SQII 6134)
  - By end of ELSP 2017-18, the percentage of 10-12th grade students who started the year A-G off-track and moved to A-G subject borderline will increase from 9.47% EOY 15-16 to 25% (SQII 6773).
  - By end of ELSP 2017-18, the percentage of 10-12th grade students who started the year A-G subject borderline and moved to on track will increase from 9.43% EOY 15-16 to 20% (SQII 6774).

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

<p><b>Details: Explain the data which will specially monitor progress toward each indicator target</b></p> <p>SQII Indicators related to AP and A-G monitored and shared with Extended Admin team and staff.</p>	<p><b>Owner(s):</b></p> <p>AP Coordinator, Head Counselor</p>	<p><b>Timeline:</b></p> <p>4 times annually</p>
<p><b>Details: Explain the data which will specially monitor progress toward each indicator target</b></p> <p>College Board AP Exam analysis reports reviewed by each AP teacher for instructional planning and goal-setting.</p>	<p><b>Owner(s):</b></p> <p>AP teachers</p>	<p><b>Timeline:</b></p> <p>August</p>

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

Grades in AP classes monitored by AP Coordinator to identify support needs.

Owner(s):

AP Coordinator

Timeline:

Bi-weekly

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

Agendas from AP AC meetings and subject-area AC meetings reviewed by AP team to ensure outcomes analyzed by teams.

Owner(s):

AP Coordinator

Timeline:

Monthly

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

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

Owner(s):

AP Coordinator, Principal

Timeline:

Monthly

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

Site records including attendance logs and grade analysis of targeted groups of students examined to review effects of Tutorial and other support efforts.

Owner(s):

AP Coordinator

Timeline:

Monthly

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

ATLAS master schedule reports monitored to ensure students placed in A-G courses and most rigorous courses recommended.

Owner(s):

Head Counselor

Timeline:

Ongoing in spring, August

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

Parents will attend a spring AP Parent night to learn about the research-based benefits to participation in AP and the resources available at Hoover to support students.

Community School Liaison and Counselors will meet with parents in cases where AP participation is a question to support students.

Community School Liaison along with Parent University provides parent workshops/modules to educate parents about postsecondary options, preparation for college, college entrance exams, and financial aid.

Protocols to encourage AP retention include parents as required members of the conversation when students wish to drop AP courses.

Describe Related Professional Learning:

Support planning and professional learning for AP and pre-AP teachers, including supplemental contracts, sub release time, and attendance/conference costs to attend College Board conferences and workshops.

A teacher with some release periods will serve as GATE/AP instructional coordinator to assist teachers with data analysis, professional learning opportunities, and student support.

AP teachers will collaborate to increase clarity and communication for students about common expectations, support opportunities, and summer homework.

Teachers will have opportunities through workshop series options to learn about Khan Academy supports for pre-SAT and content-area supports using technology, and learn to analyze and use student PSAT and SAT results in instructional planning.

Counseling team, AP Coordinator, and teachers will review and modify communication tools and systems for educating students about AP and encouraging retention.

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

AP Ambassadors team (Led by AP scholars)

- Student led focus group
- Students share successful strategies (time management)
- Peer tutors (11th and 12th graders in AP courses) who have room in their schedules will be assigned to GATE courses to support students in readiness.

AP Boot camp

- Students in AP Human Geography will have the opportunity for a ramp-up summer course to prepare them for the AP course. They will also be provided with specialized tutorials throughout the year.
- 1st time AP course takers have a preparation course
- Students will receive access to Khan Academy teaching and test preparation resources in SAT and AP. They will have SAT prep course options with teacher and tutor support, access to technology, and incentives for those who complete the preparation program.

Student Recognition system to support AP

- Celebration of students and families who have earned a qualifying score (3,4,5)
- AP scholars are recognized at graduation, using District outline for recognition
- Highlighting achievement at site along with graduation/senior recognitions

Additional materials and supplies to provide differentiated experiences for GATE/AP students (e.g., graphing calculators, supplemental texts).

All 10th graders will take a field trip to a college to increase college awareness and build a college-going culture.

All 9th, 10th, and 11th graders will participate in a free administration of the PSAT to provide feedback about progress toward college- and career-ready proficiencies.

Provide supplemental contracts and materials/supplies for 11th graders to participate in after-school and Saturday Khan Academy sessions to use PSAT feedback to prepare for SAT.

All on-track 11th graders will participate in a free administration of the SAT during the school day.

Provide resources to support academic-based competitions to encourage and celebrate academic achievement (e.g., Academic Decathlon, Mock Trial, MESA).

Targeted tutorials for particular advanced classes as demonstrated by needs (e.g., AP Human Geography, AP European History, AP Chemistry).

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

Specialized tutorials for EL students in writing in order to support students in developing the writing skills needed for most AP courses.

EL Coordinator will monitor progress in AP and A-G courses, providing resources and tutorials as needed.

Hoover Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	1	Sup & Conc	Instruction	Other Classified-Supplemental				Classified Contracts for Tutorial	\$	8,702.00	
								Pate Pride			
								Honor Roll			
4	1	Sup & Conc	Instruction	Materials & Supplies				Academic Rewards	\$	15,476.00	
4	1	Sup & Conc	Instruction	Materials & Supplies				Also supports 1, 2, and 3	\$	9,211.00	
4	1	Sup & Conc	Instruction	Materials & Supplies				Additional materials and supplies	\$	1,799.00	
4	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$	61,597.00	
								<b>Total</b>	\$	<b>96,785.00</b>	

**Action # 5**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	11.49	20	

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

Detail the Action

ENGLISH LEARNERS: Hoover High School will provide English Learners with learning experiences that directly build literacy skills in alignment with Common Core State Standards for ELD and ELA/Literacy while progressing in acquisition of academic content in all areas. Staff will work to provide instruction in all curricular areas that require students to engage in complex text, write regularly, and participate in academic talk; staff will monitor progress of English Learners and know strategies to support and challenge continued literacy development.

SMART Goals

By EOY 2017-18, the percentage of English Learners who redesignate will increase from 11.49% EOY 15-16 to 20%. (SQII 917)

- By EOY 2017-18, the percentage of long-term English Learners who meet criteria for redesignation will increase from 13.91% EOY 15-16 to 22%.
- By EOY 2017-18, the percentage of students who meet Borderline Redesignation criteria and redesignate within 365 days will increase from 28.57% EOY 2015-16 to 45%.

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

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

SQII Indicator 6532 (English Learners meeting borderline criteria for redesignation because they meet one criteria but not all) monitored after each relevant assessment cycle by VP over English Learners and shared with Admin team and appropriate staff.

- Supporting indicator 927 (ELs who met CELDT criteria but not interim etc.)
- Supporting indicator 977 (ELs who met interim etc but not CELDT)

Owner(s):

VP over English Learners

Timeline:

3 times annually

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

As Annual Growth Expectation is defined by FUSD (SQII indicator 6017), VP over English Learners will monitor progress of all English Learners after each relevant assessment and share with Admin team and relevant staff.

Owner(s):

VP over English Learners

Timeline:

4 times annually



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

Grades, behavior, and attendance data in ATLAS monitored weekly by VPs (each VP monitors his/her own caseload) and shared with counselors and School Community Liaison.

**Owner(s):**

Vice Principals, Community School Liaison

**Timeline:**

Weekly

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

Accountable Community agendas and artifacts (especially analysis protocols) reviewed by ILT and Vice Principals to ensure performance of English Learners is analyzed by teams.

**Owner(s):**

ILT/Principal

**Timeline:**

Quarterly

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

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

**Owner(s):**

Principal

**Timeline:**

Monthly

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

- Vice Principals will monitor long-term ELs with a comprehensive picture including behaviors and attendance; and will use this information to connect with Community School Liaison to reach out to parents and offer services to connect families and students with what is needed (e.g., long term ELs are more likely to stop coming to school, so attendance and engagement in Goal 2 interventions may be appropriate).
- Support ELAC and use opportunities in ELAC to work with parents to understand ELPAC scores and progress toward redesignation.
- Provide translation support for parent meetings, conferences, and phone calls.
- Host celebration events for parents to recognize when their child achieves the milestone of redesignation.

**Describe Related Professional Learning:**

- Provide time and opportunity for ELD teachers to collaborate with one another and with colleagues at other sites.
- Provide professional learning on the use of the EL Goal Setting Report to identify target students and understand all EL students' instructional needs.
- As part of inquiry cycles for professional learning and Accountable Community collaboration, all teachers will analyze the performance of English Learners as a focus for their study.
- As part of WASC Focus on Learning process, all staff will engage in data analysis and program review of supports for English Learners.
- Menu of workshop/course options for professional learning always includes and targets scaffolds for English Learners.
- Instructional coach will provide EL-specific strategies and resources and provide targeted support in AC's and with individual teachers.
- Vice Principal and Instructional Coach will create a brief guide in best practices to support students at the Borderline to Redesignation classification (meet criteria in some but not all assessments) so that staff are provided with notification when students are in this window of opportunity and they know the most high-leverage supports for moving students to redesignation at the next assessment window.
- Use the opportunity of the ELPAC as a new assessment to educate all staff in basic understanding of how English Learners are assessed and targeted skills and strategies that best support student progress toward redesignation.

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

- Bilingual Instructional Aide(s) will support language development of English Learners in content-area SDAIE classes; includes support for long-term ELs as well as students at earlier levels of proficiency.
- Conduct ELPAC data chats and Interim data chats with targeted students.
- Create a celebration wall and activity to recognize students who have achieved the milestone of redesignation or achieved the Seal of Biliteracy.
- Provide EL-specific tutorials focused on writing.
- Place students in A-G classes according to Fresno Unified master plan for English Learners.
- Provide supplemental resources and materials, including technology, to support engagement and differentiation opportunities in EL instruction.
- Provide substitutes for ELPAC testing to create optimal testing conditions for students.

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

Hoover Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Arabic	0.4375		Mohammed Talib 1070172	\$ 10,868.00
5	2	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Arabic	0.4375		Danya Demes 1070180	\$ 10,868.00
5	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for AP testing	\$ 1,899.00
5	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Testers	\$ 2,500.00
								<b>Total</b>	<b>\$ 26,135.00</b>

**Action # 6**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	21.54	10	
7139 - Secondary students social awareness survey results for questions 21-28	57.45	65	

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

Detail the Action

STUDENT BEHAVIOR: Hoover will implement a Multi-Tiered System of Behavior Support (MTSS) using the Safe and Civil Schools Framework. Hoover will engage staff in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new policies and procedures to support goals. Tier 1 services focus on common areas and school-wide policies, consistent agreements across the staff about responding to misbehavior through an instructional approach; creating an inviting climate and intentional relationship-building; and addressing safety, conflict, and bullying. Tier 2 supports include includes opportunities for reflection and 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.

SMART Goals

- Overall goal: By the end of 2017-18, the suspension rate (out of school suspension instances per 100) will decrease from 21.54% EOY 15-16 to 10%. (SQII 843) [calculation of incidents]
- Overall goal: By the end of 2017-18, the percentage of students engaging in behavior that results in a suspension will decrease from 7.5% EOY 15-16 to 4%. (SQII 847) [calculation of unique students]
- Measure of SEL social awareness: By the end of 2017-18, the number of suspension instances involving a primary "A" code violation, indicating a primary interpersonal conflict, will decrease from 120 EOY 15-16 to 60. (SQII 6050)
- Measure of SEL social awareness: By the end of 2017-18, Hoover will increase the percentage of positive responses on the Social-Awareness construct of the secondary student survey (SQII indicator 7139) from 57.45 EOY 14-15 to 65%.
- Measure of Tier 1: By the end of 2017-18, the number of suspension instances originating in the classroom will decrease from 221 EOY 15-16 to 80. (SQII 2317)
- Measure of Tier 2/3: By the end of 2017-18, the percentage of suspended students with two or more total suspension incidents will decrease from 29.5% EOY 15-16 to 20%. (SQII 4578)

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

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

Owner(s):

Timeline:

For overall monitoring of Suspension Rates:

Principal

Quarterly

- SQII Indicators 843 (suspension rate) and 847 (unique students suspended) reviewed quarterly by Administrative team.

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

To monitor implementation of strategies to reduce misbehavior:

- SQII Indicator 6050 (Acodes), 2317 (incidents in classroom), and 4578 (2 or more suspensions) monitored bi-weekly and discussed with Admin Team.

**Owner(s):**

Principal, VP over Safety & Culture/Climate

**Timeline:**

Bi-weekly

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

Student Portfolio Behavior logs exported bi-weekly and analyzed for patterns (e.g., where misbehavior originates, consistency of admin responses, students with repeat behaviors).

**Owner(s):**

Principal

**Timeline:**

Bi-weekly

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

Behavior Notification Forms and Referrals logged daily and reviewed by Discipline Secretary every 48 hours to ensure completion of communication feedback loop between teachers, vice principals, and re-engagement center staff.

**Owner(s):**

Discipline Secretary

**Timeline:**

Daily; shared with admin team bi-weekly.

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

Lesson plans and artifacts from Class Meetings, school-wide assemblies, and common lessons show evidence of instruction in SEL social-awareness skills.

**Owner(s):**

Vice Principal over Culture/Climate

**Timeline:**

Monthly

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

Site records including 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):**

Community School Liaison

**Timeline:**

Monthly

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

Agendas and products from Culture and Climate Team meetings and activities demonstrate engagement in the Safe and Civil Foundations process of continuous improvement and development of school-wide practices.

**Owner(s):**

School Climate Psychologist

**Timeline:**

Monthly

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

- A home school liaison 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 and the possibility of attending classes with their student. 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.

**Describe Related Professional Learning:**

- An active Culture and Climate Team, 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 the Culture and Climate team 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.
- Culture and Climate Team and site administrative team will use data to identify trends and adapt strategies to address behaviors.

- Parents of students whose behavior appears to be connected to substance abuse will receive information about Eminence, an on-site counseling service.
- Parents of students whose behavior appears to be connected to emotional issues will receive information about counseling and support services.

- The Culture and Climate team 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, such as sending a regional team to the Museum of Tolerance for two-day sessions for educators.
- 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.
- Re-Engagement staff 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 choice—the "ownership" tenet of the Fresno Unified Instructional Practice Guide; which in turn supports the development of relationships and the teaching of social emotional skills.
- An additional part-time Climate Psychologist for the Hoover Region will assist staff in understanding root causes of behavior and implementing effective Tier 1 classroom supports.

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

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

- Mini-lessons taught by all teachers at the beginning of each semester will include lessons on 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, perspective taking, 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 school work.
- Structure school day/calendar and provide resources for Class Meetings to build relationships, reinforce expectations, teach Social/Emotional skills explicitly, and problem solve.
- Develop a calendar to coordinate and connect Class Meetings and initiatives such as iPledge, Cyber Safety, Human Element, and Breaking Down the Walls to provide a comprehensive year-long curriculum in building and reinforcing Social Emotional skills.
- Provide substance abuse counseling and related services to identified students through Eminence. Daily support groups/lessons will have a direct effect on behaviors leading to suspension.
- Provide resources to support the Pate Pride program, which includes an option for school staff to recognize and celebrate improvements in student behavior.
- Provide supplemental contracts to support lunch-time and after-school detention to increase reflection opportunity and accountability for misbehaviors.

Hoover Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Instruction	Travel				Culture and Climate, etc.	\$	8,000.00
								<b>Total</b>	\$	<b>8,000.00</b>

**Action # 7**

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

School Quality Review

SQLI Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	14.19	12	
48 - Attendance rate	93.96	94.5	

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

Detail the Action

ATTENDANCE: Hoover will support attendance of students by providing a comprehensive, tiered program of attendance monitoring and intervention. Hoover will regularly monitor and analyze attendance data in order to identify root causes behind attendance issues; link families with resources to improve attendance; and provide solid tier 1 systems across the school in every classroom to support regular attendance and ensure students are quickly caught up and re-integrated into the learning following an absence.

SMART Goals

- By June 2018, the percentage of students that are considered Chronically Absent (less that 90%) attendance will decrease from 14% to 12%.
- By June 2018 the ADA rate will increase from 93.96% to 94.50%.

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

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

For overall monitoring of Chronic Absence rate and ADA:

- SQLI Indicator 5942 (Chronic Absence) rate reviewed weekly by VP over Attendance and shared with Attendance Intervention Team and Principal
- SQLI Indicator 48 (ADA) reviewed monthly by VP over Attendance and shared with Admin Team

Owner(s):

Vice Principal over Attendance

Timeline:

Weekly

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

To monitor **Process** that supports overall goals of decreasing Chronic Absence rate and increasing ADA:

- SQLI Indicator 6330 (chronically absent with documented evidence of an appropriate attendance intervention) monitored a minimum of 1X/week by VP over Attendance and shared with Attendance Intervention Team (goal is 100%).

Owner(s):

Vice Principal over Attendance

Timeline:

Minimum of 1X/week

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

ATLAS reports (Truancy Student Summary Report, Attendance Rates (ADA) Report and Students with Chronic Truancy Report) monitored daily by Attendance staff.

**Owner(s):**

Attendance Staff

**Timeline:**

Daily

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

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

**Owner(s):**

Vice Principal over Attendance

**Timeline:**

Weekly

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

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

**Owner(s):**

Vice Principal over Attendance

**Timeline:**

Monthly

**Details: Explain the data which will specially 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):**

Community School Liaison

**Timeline:**

Monthly

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

- Home School Liaison 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 School Readiness Facilitators.
- 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.
- A School Readiness Facilitator 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 and other support staff to provide interventions for students.

**Describe Related Professional Learning:**

- 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, decreasing the likelihood that students will avoid coming to class.
- All staff will engage in professional learning about Tier 1 classroom systems that support regular attendance, including systems for quickly catching students up following an absence.
- 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 staff will receive regular training and feedback from district support staff about effective attendance procedures.

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

- School Readiness Facilitator will monitor attendance patterns; communicate with homes of those with excessive absences; and schedule conferences with counselors, home school liaison, or vice principal 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.
- The importance of regular attendance will be coordinated with other incentive and recognition programs, using such strategies as: 1) seniors who have off-campus lunch privileges must have 92% rate or higher

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

- Home School Liaison and School Readiness Facilitators 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.

to keep privilege; 2) Pate Pride incentive and recognition program includes the opportunity for students to be recognized for improved attendance; 3) pizza parties after school-wide mini-lessons on attendance for classes that earn top scores on follow-up assessments; 4) students with perfect attendance recognized and with off-campus lunch privileges near the end of year.

- Provide resources for "Start on Time" program to discourage students being tardy to class, including:
  - Supplemental Contracts for staff (lunch and after school detention for tardies)
  - Materials and supplies (graphics, "Why Try" curriculum for students with chronic tardies)
- Provide substance abuse counseling through Eminence, which provides daily support groups to have a direct effect on attendance.
- Provide transportation (bus tokens) to 12th grade students who originally came to Hoover on a magnet transfer and need continued support to stay enrolled with good attendance, or for students in unstable situations who need assistance with transportation.

Hoover Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.5500			\$ 28,692.00
7	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.4500			\$ 23,475.00
7	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Facltr, Schl Readiness Spanish	1.0000			\$ 53,586.00
7	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				6: After School	\$ 10,078.00
7	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Sup				A2A Conferences	\$ 1,166.00
7	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage for Home Visits	\$ 600.00
								<b>Total</b>	<b>\$ 117,597.00</b>



## Action # 8

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	70	78	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

**STUDENT ENGAGEMENT:** Hoover will provide an inclusive school climate, focused on building relationships. Relationship building will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-student and student-student relationships. Strategically implemented strategies will engage all students in the full community that is Hoover, through participation in Goal 2 activities, with attention given to reducing disproportionality in Goal 2 participation. Hoover will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

### SMART Goals

By EOY 2017-18, the percentage of students engaged in Goal 2 activities will increase from 70% EOY 15-16 to 78%. (SQII 2080).

By EOY 2017-18, the percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented will decrease from 25.77 EOY 15-16 to 15% (SQII 5944--decreasing disproportionality in Goal 2 participation).

By September 2017, leadership staff will have a shared definition of what constitutes a trackable Goal 2 activity so that data comparisons are meaningful and useful, distinguishing between one-time Goal 2 activities and ongoing Goal 2 activities. By October 2017, all club sponsors will have created groups and implement systems to record Goal 2 participation.

By Spring 2018, the percentage of students with favorable responses in the Panorama Ed School Climate Survey "Sense of Belonging (School Connectedness)" section will increase from 46% spring 2016 to 58%.

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

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

SQII Indicators 2080 (overall Goal 2 participation), 5944 (disproportionality in Goal 2 participation), 5946 (Goal 2 opportunities offered), and 5948 (long-term Goal 2 participation) monitored and shared a minimum of once per quarter.

#### Owner(s):

Campus Culture Director/VP over Goal 2

#### Timeline:

Ongoing; formal Cycles of Review 4X/year

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

Data from Student Engagement Tool in ATLAS shows participation in each Goal 2 opportunity (arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement.

#### Owner(s):

VP over Goal 2

#### Timeline:

Ongoing/ formal Cycles of Review 4X/year

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

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

**Owner(s):**

Campus Culture Director

**Timeline:**

Monthly

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

School Climate Survey from Panorama Ed, given in the spring, 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

**Timeline:**

August (prior spring data) and May

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

Parent responses in the "Sense of Belonging (School Connectedness)" section School Climate Survey from Panorama Ed, given in the spring, will be analyzed by question and by subgroup to monitor parents' sense of welcomeness at the school.

**Owner(s):**

VP over Parent Involvement

**Timeline:**

August (prior spring data) and May

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

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

**Owner(s):**

Athletic Director

**Timeline:**

Monthly

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

Calendars and artifacts from Link Crew and Student Leadership show opportunities to engage campus in positive school climate.

**Owner(s):**

Link Crew Advisors, Campus Culture Director

**Timeline:**

Monthly

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

Linked Learning Pathway and other calendars show opportunities for field trips and other engagement activities.

**Owner(s):**

Pathway Coordinator, VP over field trips

**Timeline:**

Monthly

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

**Describe Related Professional Learning:**

- An 8th grade parent night in the spring will include an emphasis on Goal 2.
- 9th grade parent meetings at the beginning of the year will include an emphasis on Goal 2.
- 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 the role of Goal 2 in students' academic success.
- Regional Nights at athletic and engagement events (e.g., PowderPuff and fireworks night) designed to engage the regional community by inviting families of feeder school students.

- An Engagement Leadership Team will meet quarterly for Cycles of Review to analyze data related to student involvement, coordinate programs, and create follow-up actions (Campus Culture Director, Link Crew Adviser, Goal 2 VP, Athletic Director, counselor, class sponsors).
- Link Crew Leader training
  - Additional staff will be trained as Link Crew advisors and coordinators, to create a comprehensive year long program to serve 9th graders.
- Support staff attendance at CADA conference
  - Ambassadors/captains club training
- Goal 2 data will be shared school-wide in order to generate staff awareness of students who are uninvolved; staff will identify 5 students to connect with a Goal 2 activity and monitor their involvement and progress.
- Coaches will use a reflective tool in collaboration with the Athletic Director to set goals for program and

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

- Student body Senate meetings every Monday morning which are open to all students to attend
- PRIDE Program: Provide resources to keep students athletically eligible.
  - Tutorial services
- Engagement strategies and recognition of Engagements provided for students will include:
  - Regional nights
  - Lunchtime activities every week (once weather consistently stays warm) for all students to participate
  - Intramurals
  - Super fan activities and recognition
  - Rally work nights: allows any and all students to come and help their class finalize their assignments for the rallies.
  - Students 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
  - Student Ambassadors or Captains club from sports
  - Athlete of the Week
- Support opportunities for students to attend conferences off-site to build connections and broaden their knowledge in a variety of different ways.
- Incoming 9th graders will visit Hoover the spring before entry to select electives, learn about Goal 2 opportunities, and gain a sense of the culture and climate of Hoover and how to best enter.
- 9th grade students will be supported with an expanded Link Crew program including monthly activities, both academic and social. Provide supplemental contracts to Link Crew coordinators and resources for freshman orientation activities.
- Students entering Hoover at any point after the beginning of the year will have a student Link Crew 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 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 staff attendance at student events and build staff culture by creating a system of staff competition associated with the 5 WASC focus groups (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 to work side-by-side with middle school colleagues at our feeder middle schools to develop a stronger pathway from middle to high school and retain students in music programs.
- 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 Hoover region by supporting regional leadership conferences, activities, and community service opportunities.

monitor progress.

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

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.

Hoover Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
8	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Middle to High School Transition	\$	1,000.00
8	2	Sup & Conc	Instruction	Materials & Supplies				Summer Bridge and Message Boards	\$	3,300.00
								<b>Total</b>	\$	<b>4,300.00</b>

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0235 Hoover High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.000		55,885.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.400		35,996.00
1	1	Sup & Conc	Instruction	Travel			PL Conferences	8,000.00
1	1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Spring Board Supplemental Materials	9,488.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,654.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438		13,261.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200		17,996.00
2	1	Sup & Conc	Instruction	Bks & Ref			PL Books for Library	1,000.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows x 2	14,377.00
2	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Also 1, 3, and 4.	12,000.00
3	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies	9,346.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			Technology, laptops and tablets... etc.	11,743.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Action1: PL Librarian Action 2: PL Workshops ,Math Intervention Action 4: Culture and Climate	34,973.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Tutoring and Supplemental Contracts	67,743.00
3	1	Sup & Conc	Instruction	Oth Cls-Supp			AVID Tutors	12,052.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	8,000.00
3	1	Sup & Conc	Instruction	Direct-Maint			Maintenance	2,500.00
3	1	LCFF: EL	Instruction	Nc-Equipment			: Tablets for EL Students	5,355.00
4	1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Contracts for Tutorial	8,702.00
4	1	Sup & Conc	Instruction	Mat & Supp			Pate Pride Honor Roll Academic Rewards	15,476.00
4	1	Sup & Conc	Instruction	Mat & Supp			: Additional materials and supplies	1,799.00
4	1	Sup & Conc	Instruction	Mat & Supp			: Also supports 1, 2, and 3	9,211.00
4	1	Sup & Conc	Instruction	Nc-Equipment			: Technology	61,597.00
5	2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.438	Mohammed Talib 1070172	10,868.00
5	2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.438	Danya Demes 1070180	10,868.00
5	2	Sup & Conc	Instruction	Teacher-Subs			Subs for AP testing	1,899.00
5	1	LCFF: EL	Instruction	Direct-Other			: ELPAC Testers	2,500.00
6	2	Sup & Conc	Instruction	Travel			Culture and Climate, etc.	8,000.00
7	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Facitr, Schl Readiness Spanish	1.000		53,586.00
7	2	Sup & Conc	Instruction	Teacher-Subs			6: After School	10,078.00
7	2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			A2A Conferences	1,166.00

7	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.550	28,692.00
7	2	Sup & Conc	Attendance & Social Work Service	Local Mileag	Mileage for Home Visits		600.00
7	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.450	23,475.00
8	2	Sup & Conc	Instruction	Mat & Supp	: Summer Bridge and Message Boards		3,300.00
8	2	Sup & Conc	Instruction	Direct Trans	: Middle to High School Transition		1,000.00
							<b>\$583,186.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$152,296.00
Sup & Conc	7090	\$375,645.00
LCFF: EL	7091	\$55,245.00
<b>Grand Total</b>		<b>\$583,186.00</b>

Domain Totals	Budget Totals
Academic	\$429,654.00
SEL / Culture & Climate	\$153,532.00
<b>Grand Total</b>	<b>\$583,186.00</b>