

Cooper Middle

10621666057285

Principal's Name: Sandra Auble

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and 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 - Sandra Auble	X				
2. Chairperson - Krystal Gomez			X		
3. Frank Kirby		X			
4. Elisha Lopez		X			
5. Jasmine Mathers Winn		X			
6. Jayne Day		X			
7. David Vargas			X		
8. Candice Martinelli			X		
9. Juan Morales			X		
10. Laila Castro			X		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sandra Auble		4/4/2022
SSC Chairperson	Krystal Gomez		4/4/2022

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

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

FY 2022/23

Cooper - 0105

ON-SITE ALLOCATION

3010	Title I	\$46,003 *
7090	LCFF Supplemental & Concentration	\$143,955
7091	LCFF for English Learners	\$31,208
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$53,926</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$275,092

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,868
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$44,135</u>
	Total Title I Allocation	<u>\$46,003</u>

Cooper Middle 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELAD2 proficiency - percentage of students on/above	✓		26.25 %	2021-2022	27.35 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		16.25 %	2021-2022	17.35 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

iReady ELAD2 On Level

With the transition to back to in person learning, engagement with students, parents, staff, and families has improved and resulted in and continues to increase levels of participation among parents over time. Student participation and engagement on iReady ELA improved from the previous year. ELA i-Ready scores shows a need for continued and targeted, high quality first instruction across all 6-8 grade levels using effective evidence based strategies, specialized times of alternate instruction like before/after-school intervention, tutorial, advisory and/or Saturday Academies, if permitted due to COVID restrictions. There is a need for parent engagement opportunities to share discuss the importance of iReady and strategies with parents on how they can help their child at home including current progress and goal setting.

i-Ready Math D2 On Level

With the transition to back to in person learning, engagement with students, parents, staff, and families has improved and resulted in and continues to increase levels of participation among parents over time. Student participation and engagement on iReady Math improved from the previous year. Math i-Ready scores shows a need for continued and targeted, high quality first instruction across all 6-8 grade levels using effective evidence based strategies, specialized times of alternate instruction like before/after-school intervention, tutorial, advisory and/or Saturday Academies, if permitted due to COVID restrictions. There is a need for parent engagement opportunities to share discuss the importance of iReady and strategies with parents on

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

iReady ELAD2 On Level

Administration and teachers analyze the i-Ready Data from D1 and D2 and other data (academics, attendance, discipline, and social-emotional well-being) to determine students who are at-risk in the areas of Reading/Literacy and Math. According to our most recent data, 2021-2022 school year, the following sub-groups have been identified as at-risk. Students with Disabilities, English Learners and African American students.

iReady Math D2 On Level

Administration and teachers analyze the i-Ready Data from D1 and D2 and other data (academics, attendance, discipline, and social-emotional well-being) to determine students who are at-risk in the areas of Math. According to our most recent data, 2021-2022 school year, the following sub-groups have been identified as at-risk. Students with Disabilities, English Learners and African American students.

how they can help their child at home including current progress and goal setting

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

Student participation and engagement on Iready Reading and Math was much improved this year. Reading and Math I-Ready scores showed a need for continued and targeted, high quality first instruction across all 6-8 grade levels using effective evidence based strategies. Specialized times of alternate instruction like before/after-school intervention, tutorial, advisory and/or Saturday Academies were back in place this year and have had a positive impact on iReady. Through Microsoft TEAMS, School Messenger, Cooper website and Phone calls we were able to provide parent information that shared the importance of I-Ready and strategies with parents on how they can help their child at home including current progress and goal setting.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Increase SEL support to support students with Math and ELA goals.

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

1 SSC:

Based on the feedback, the SSC Team is in favor of continued funding of existing actions
Previous years technology allocations were substantiated during the 1:1 device distribution

2 ELAC:

Based on the feedback, the SSC Team is in favor of continued funding of existing actions

3 Staff:

Based on the feedback, the majority of the staff is in favor of continued funding of existing actions. Continue to emphasize the importance of parent involvement in education and student participation. Staff is in favor of adding more SEL support.

Action 1

Title: Students Meeting or Exceeding Grade-Level Math Standards

Action Details:

Cooper Academy will increase Math proficiency and performance of all students through the implementation of high quality classroom instruction and CCSS aligned curriculum across all subject areas with an emphasis on periodic common formative and summative assessments. Also common instructional practices that promote growth and narrow the achievement gaps for English learners, SPED students, African-American, and Hispanic/Latino subgroups to eliminate barriers to student success.

Reasoning for using this action:

 Strong Evidence Moderate Evidence Promising Evidence**Explain the Progress Monitoring and data used for this Action****Details: Explain the data which will specifically monitor progress toward each indicator target**

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

Owner(s):

Principal, VP, GLA, teachers

Timeline:

-Quarterly

-Ongoing

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

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

Owner(s):

Principal, VP, GLA

Timeline:

-Weekly

-Biweekly PLC meetings

-Ongoing-AC Walkthroughs

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

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

Owner(s):

Admin. Team, Lead Teachers, IB Coordinator

Timeline:

-Monthly

-End of Unit Cycle

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

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

Owner(s):

Professional Learning Communities (PLC)

Timeline:

-Monthly

-Ongoing

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

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

Owner(s):

Admin. Team, IB Coordinator

Timeline:

Monthly

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

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

Owner(s):

Admin. Team, IB Coordinator, Math Team

Timeline:

-Monthly

-Ongoing

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

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

Owner(s):

Principal, IB Coordinator

Timeline:

Monthly

Ongoing

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

Professional Development in research-based instructional strategies for teachers.

Owner(s):

Math Leads Teacher
Math Department
Math Admin.

Timeline:

Ongoing

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

Before/After School Support for Math-Continue tutoring

Owner(s):

Math Teachers

Timeline:

Ongoing

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

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

Owner(s):

Math Teachers
Math Admin.
Math Lead

Timeline:

Quarterly

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

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

Owner(s):

School Staff

Timeline:

Ongoing

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

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

Owner(s):

Administration

Timeline:

Daily, weekly, Ongoing

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

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

Owner(s):

Administration, Counselor, RC, Social Worker, Teachers

Timeline:

Byweekly

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

- Use of Inquiry Based instruction, supplies as needed
- Tutorial intervention designated class for students earning a D or an F in a math class
- Before school and after-school Tutorial with emphasis on mathematics support.
- Projects/Problem based learning Supplies for projects as seen necessary by teacher
- Calculators, laptops/tablets for GoMath, Khan Academy, Schoology, Desmos, Nearpod, and online activities
- Student Binders and folders for classwork and project
- Reflection Journals Graphic organizers and SDAIE strategies to reach all learners
- Chart paper for group projects Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops and tablets to influence the use of technology while assessing in Iready and IABs.
- Dry erase markers, Smart Board, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoints and access to videos or data related to mathematics skills
- Math journals and/or portfolios for students to assist with organization and use as a resource tool.

- Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.
- Teacher Planning Days- incorporating ELD standards to IB units, Use of GoMath when preparing lessons aligned to common core state standards, challenging content, teachers collaboration creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.
- Provide substitute teachers to allow teachers release time to attend SST student meetings.
- Provide substitute teachers to allow PLC's to meet and plan instruction utilizing FUSD scope and sequence
- IB consultant
- Fun Work-Test Prep Event
- iReady for diagnostic and classroom instruction, intervention and support
- Student's awards for academic growth and achievement
- Provide Tier 1, Tier 2, and Tier 3 Supports. Tier 2 - Teachers will monitor student learning in Math and provide differentiated support (small group instruction, strategic grouping, instruction with targeted feedback, etc.). Tier 3 - Academic Counselor will provide support through check-and-connects to target student' individual needs.
- Attend Grading from the Inside Out conference
- IB training
- Family Foundations to support students

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Students Meeting or Exceeding Grade-Level ELA Standards

Action Details:

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

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

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

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

Principal, VP, GLA

[Timeline:](#)

-Weekly
-Biweekly PLC meetings
-Ongoing- AC walkthrough

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

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

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

Admin. Team, PLC, ILT, IB Coordinator

[Timeline:](#)

-Monthly
-Prior of Unit Cycle

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

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

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

Professional Learning Communities (PLC)

[Timeline:](#)

-Monthly

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

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

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

Admin. Team, IB Coordinator

[Timeline:](#)

-Monthly
-Ongoing

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

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

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

Administration Team, IB Coordinator, AC ELA Teams

[Timeline:](#)

-Montly
-Ongoing

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

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

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

Principal, IB Coordinator

[Timeline:](#)

Monthly
Ongoing

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

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

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

Principal, IB Coordinator

[Timeline:](#)

Daily

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

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

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

Teachers

[Timeline:](#)

Daily

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

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

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

Staff

[Timeline:](#)

Ongoing

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

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

Owner(s):

ILT, Administration

Timeline:

Monthly, Ongoing

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

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

Owner(s):

Principal, VP, GLA, teachers

Timeline:

Quarterly, Ongoing

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

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

Owner(s):

ELA Teachers

Timeline:

Ongoing

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

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

Owner(s):

ELA teachers

Timeline:

Daily

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

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

Owner(s):

ELA Teachers

Timeline:

Quarterly

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

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

Owner(s):

Admin.

Timeline:

Daily, Weekly, Ongoing

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

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

Owner(s):

Administration, Counselor, RC, Social Worker, Teachers

Timeline:

Byweekly

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

- PLC discuss and implement appropriate strategies to reach all learners
- Use of Toodle by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.
- Student binders for Literacy and EL progress check
- Novels for student reading assignments
- Credentialed staff after school to provide additional supports to follow RTI model for Long Term EL students in tier 3 of the pyramid.
- Access to laptops and tablets to influence the use of technology while assessing in Iready/IABs
- Dry erase markers, Schoology, Elmo, laptop, and whiteboard for teacher instruction PowerPoints and access to the internet to access videos or data related to literacy skills

- Folders to track progress and chats
- Tablets to use literacy program for after school RTI 3 support
- Tablets to use for accessing literacy in the classroom through the use of technology, Nearpod
- Rubrics to assess EL progress in meeting ELPAC and ELA standards Interim reflection process- Reflection journals
- Teacher Planning Days- incorporating ELD standards to IB units, Use of Wonders, Springboards when preparing lessons aligned to common core state standards, challenging content.
- Teachers collaboration in creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.
- Provide substitute teachers to allow teachers release time to attend SST student meetings.
- Provide substitute teachers to allow PLCs to meet and plan instruction utilizing FUSD scope and sequence
- IB Consultant
- Fun Work-Test Prep Event
- Small group instruction for identified students within the classroom
- IReady for diagnostic and classroom instruction, intervention and support
- Provide Tier 1, Tier 2, and Tier 3 Supports. Tier 2 - Teachers will monitor student learning in ELA and provide differentiated support (small group instruction, strategic grouping, instruction with targeted feedback, etc.). Tier 3 - Academic Counselor will provide support through check-and-connects to target student' individual needs.
- Attend Grading from the Inside Out training
- IB training
- Family Foundations to support students

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 3

Title: High School Readiness

Action Details:

Cooper Academy will increase High School Graduation and A-G completion rates for all students through the implementation of individual at-risk conferences, small group academic counseling sessions and classroom guidance lessons.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Students will be identified who have met the high school readiness each quarter

Owner(s):

School Counselor
Campus Culture Director

Timeline:

Quarterly

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

Students who earn a 3.0 or higher GPA included in our Quarterly rallies

Owner(s):

School Counselor
Campus Culture Director

Timeline:

Quarterly

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

Students who meet with the school counselor for an individual "At-risk" conference

Owner(s):

School Counselor

Timeline:

Twice yearly

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

Students who participate in classroom guidance lessons on A-G requirements, HS Graduation requirement, High School Transition planning and College and Career exploration

Owner(s):

School Counselor

Timeline:

Quarterly

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

7th grade students who qualify for the highly competitive Jack Kent Cooke Scholarship.

Owner(s):

School Counselor

Timeline:

Yearly

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

Specify enhanced services for EL students:

- Goal setting with GLA and student to look at areas of need, provide them with next steps and support for goal of being high school ready
- Communication of progress with parents/Guardians
- ELPAC Goal-Setting Chats and ELPAC Prep support
- EL student Progress monitored
- Afterschool designated class for students earning a D or F in a ELA class

Specify enhanced services for low-performing student groups:

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

Action 4

Title: Ds and Fs rate Monitoring

Action Details:

CA will continue to monitor students with two or more Ds and Fs for each quarter. On-going interventions by tutorials, targeted interventions, classroom supports, grade monitoring student weekly slip, and enrichment opportunities for

students. Focus will remain on increasing the amounts of students reaching mastery in all core areas.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
 Counselor will monitor D/F data every 2 weeks. Owner(s):
 Counselor Timeline:
 Biweekly

Details: Explain the data which will specifically monitor progress toward each indicator target
 PLC's coordinate tutorials based on student performance and identified student needs. Owner(s):
 Teachers Timeline:
 ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target
 Counselor will monitor student grades and communicate with students and parents about tutorials and interventions. Owner(s):
 Counselor Timeline:
 Ongoing
 Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target
 Counselor will monitor D/F data during every grading period: progress report, quarterly run grade reports and share data with administrators and teachers. Owner(s):
 Admin.
 Counselor
 COST Team Timeline:
 Quarterly

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

For tier 1, PLC's CFA aligned to focus standards. In tier 2, PLC's will collaboratively review data and plan RTI for students. PLC's and Lead Teachers will conduct cycle of continuous improvement once per quarter to monitor student progress and identify instructional needs. For tier 3, systematic intervention groups will be formed based on student needs in relation to content standards. Differentiated instruction based on results of assignments and CFA. Lessons include front loading strategies, re-engagement, re-teaching, and collaborative strategies. Aligned curriculum that vertically articulates and assesses progress uniformly. Culturally inclusive classrooms which foster student engagement and support student-centered learning. Consistent grading practices in departments in alignment with Fresno Unified Board Policy. Student grades will be monitored by teachers, administration, counselors, and support services staff. Technology, incentives, books materials and supplies to support instruction for all students. Tutorials will include but are not limited to: technology based learning programs, after school program, supplemental contracts for content teachers, Saturday academy, and small group instruction within the classroom

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**

Specify enhanced services for EL students:

GLA will work with specific groups of EL students to provide support as well as work with teachers regarding instructional strategies to best support EL's. GLA will work with PLC's to ensure proper implementation of ELD standards. Academic Counselors, School Psychologist, RP counselor and our Re-engagement Center will provide support for our economically disadvantaged and foster students. EL students will be provided with the

Specify enhanced services for low-performing student groups:

GLA will monitor EL students each semester grade/attendance reports to provide targeted interventions to ensure EL/RFEP population is tracked. Admin. will monitor effective teaching and learning strategies are being used during instruction to support ELA/Math teachers to prepare students for iReady, CFA, and SBAC. African American Mentor teacher will continue working with 25 at-risk students who are struggling academically, behaviorally and

opportunity to attend content tutorials and/or EL Tutorials. Training and support provided to Principal, VP, GLA and counselor.

social-emotionally. Project Access will monitor Foster/Homeless students by connecting monthly tracking attendance, grades and behaviors.

Action 5

Title: Culturally Responsive Classroom Experiences

Action Details:

By June 2022, CA staff will engage in activities that address inclusion, diversity, social justice and bias in order to create conditions for a culturally responsive classroom and school. Through the learning, our staff will be able to diversify their teaching to teach all learners. As a school, we will ensure students and staff feel valued and included.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

Integrating positive examples and models of acceptance and kindness, our Behavior Expectations, and learner Profiles in Morning Message and Monthly News Letter.

Owner(s):

CCD
Administration
Teachers

Timeline:

Daily
Weekly
Ongoing

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

Integrating and promoting books for students and teachers to read from our library with a focus on the acceptance of others or bringing awareness to our students

Owner(s):

Librarian
Staff
Teachers
Administration

Timeline:

Ongoing

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

Positive messaging to inspire others around the school with monthly reading challenges

Owner(s):

CCD
Staff
Administration

Timeline:

Ongoing

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

School surveys to determine student desired books

Owner(s):

Teachers
Administration

Timeline:

Yearly

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

ASB organize school focus days that promote the acceptance of others throughout the year.

Owner(s):

ASB
CCD

Timeline:

Ongoing

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

Continue to build trust with each other as a staff through trust building activities, collaboration meetings, training, and daily interactions.

Owner(s):

Teacher
Staff
Administration

Timeline:

Ongoing

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

Survey staff to measure effectiveness of PL around relational trust and Culturally responsive Classroom.

Owner(s):

Teacher
Administration

Timeline:

Twice Yearly

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

- PLC discuss and implement appropriate strategies to reach all learners
- Use of Toodle by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.
- Student binders for Literacy and EL progress check
- Novels for student reading assignments and culturally appropriate curriculum in all content areas
- Academic Counselor will provide support through check-and-connects to target student' individual needs.
- Attend Grading from the Inside Out training
- IB training
- Family Foundations to support students

Specify enhanced services for EL students:

Our EL students and parents will benefit from the experiences and activities connected to becoming a culturally responsive school by creating experiences where they feel valued and accepted. Teachers, staff, and students will provide meaningful experiences in promoting optimal human development for all students.

Specify enhanced services for low-performing student groups:

Our low performing students and parents will benefit from the experiences and activities connected to becoming a culturally responsive school by creating experiences where they feel valued and accepted. Teachers, staff, and students will provide meaningful experiences in promoting optimal human development for all students.

Action 6

Title: English Learner Development

Action Details:

CA will provide comprehensive programs to serve English Learners in all stages of language acquisition and literacy development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing re-designation and proficiency levels in ELA. School will implement school-wide literacy strategies across all classes with a focus on ELA, History and Science. Students will engage in complex text, write regularly, and participate in academic discourse. Teachers will support progress monitoring of English Learners and use evidence based reading strategies to develop and support literacy skill and acquisition.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Increase enrollment of Long Term English Learners in Accelerated Math and ELA courses

Owner(s):

Principal
Counselors

Timeline:

Fall 2022

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

Analyze iReady and CFAData to determine EL growth in both Math and ELA courses to guide PLCs and lesson design.

Owner(s):

GLA
Teachers

Timeline:

Quarterly

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

Grades, behavior, and attendance data in ATLAS monitored to inform COST Team, CWSA, HSL and Admin of gaps and interventions needed

Owner(s):

GLA
HSL

Timeline:

Biweekly

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

PLC Agendas and artifacts will be reviewed during ILT to ensure inclusion of ELD standards to support academic and social-emotional needs

Owner(s):

Principal
ILT
VP
GLA

Timeline:

Quarterly

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

Teacher feedback and recommendation included in Ellievation progress monitoring to support individual/small group academic needs and growth

Owner(s):

GLA
Teachers

Timeline:

Quarterly

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

Learning assessment data and/or parent and student needs assessment to identify staff supports to create meaningful interventions before during and afterschool

Owner(s):

Principal
GLA
Techers

Timeline:

Quarterly

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

- **Tier I:** Teachers will support language development of English Learners in all content-area; support for long-term ELs as well as students at earlier levels of proficiency.
- Credentialed teachers receive support strategies for EL students at tier 3 of MTSS for Literacy skills. GLA will support EL students through monitoring, ensuring they receive targeted instruction during tutorial and provide professional learning to certificated staff.
- Seminars and conferences specifically designed around IB instruction, rubric and technology resources including Khan Academy, GoMath Online, TEAMs, etc. to support in differentiating instruction.

- Continue focus on Challenging Content, ownership, and cultural proficiency across all subject areas
- **Tier II:** Conduct ELPAC data chats and IReady data chats with targeted students.
- Provide supplemental contracts/resources and materials, including technology, to support engagement and differentiation opportunities in EL instruction.
- Students will be actively involved in using their own achievement and proficiency data to set goals for growth.
- Direct instruction in academic writing skills, reading comprehension to support with ELPAC focus areas(Reading, writing, listening, speaking).
- Before and After school tutorial through Extended Learning Program.
- **Tier III:** Classroom support, tutoring, and materials.

Specify enhanced services for EL students:

- Goal setting and communication of progress towards goals with guardians.
- Intervention: EL students scoring significantly below grade level reading will meet in flexible intervention tutorial groups.
- Supplemental books and technology resources to support English language development.
- Teachers will provide support in all classes and ensuring support during instruction.
- Training and support provided to Teachers

Specify enhanced services for low-performing student groups:

- Targeted tutorial during advisory, before and after school.
- Intervention support will be provided by a teaching fellow tutor to support EL students who are struggling during their core classes.
- Data will be reviewed weekly during admin. meetings to track students attendance, grades, and behavior progress.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certif. Supplemental contracts for tutorial and intervention to support Math and ELA - **No IEPs**	8,908.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies **No food or incentives**	7,155.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	12,000.00
G1A1	Title 1 Basic	Instruction	Travel			Math conference, IB training, World language conference, GFTIO conference	2,000.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Books & Subscriptions	2,000.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Agendas	2,300.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	7,092.00
G1A1	Sup & Conc	Instruction	Mat & Supp			technology resources, materials and supplies to support instruction, materials and supplies to support IB curriculum	5,306.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Technology resources to support interventions, supplies and materials to support instruction	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies, GFTIO books	22,655.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	15,956.00
G1A1	Sup & Conc	Instruction	Travel			IB conference, World language conference, college visits, career readiness events	4,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			staff copy machine	6,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facotr, Schl Readiness	0.7500	Also supports G1A2, G3A2 & G5A1	54,359.00
G1A1	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Support for SEL	50,160.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teachers Subs **No IEPs**	5,813.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Agendas, Certificates, communication, IB journal	4,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contracts for tutoring and intervention	17,159.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Agendas, certificates, awards, IB journal, community project journal	3,000.00
G1A2	LCFF: EL	Instruction	Direct-Graph			certificates, agendas, IB journal	700.00
G1A3	One-time School	Instruction	Mat & Supp			: Agendas, certificates **No food or incentives**	3,766.00
G1A4	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental for support	327.00
G1A6	Sup & Conc	Instruction	Oth Cls-Supp			Classified Substitutes to support EL students	2,616.00
G1A6	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitutes to support EL students	1,420.00
G1A6	LCFF: EL	Instruction	Teacher-Supp			Certificated Supp Contracts for Tutoring and	3,430.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A6		Instruction	Teacher-Supp			extra support	3,438.00
G1A6	LCFF: EL	Instruction	Oth Cls-Supp			Classified Supp Contracts for Tutorial support for EL students	1,963.00
G1A6	LCFF: EL	Instruction	Mat & Supp			Technology to support EL students, IB curriculum, interactive curriculum	17,718.00
G1A6	LCFF: EL	Instruction	Nc-Equipment			technology resources, IB curriculum	3,200.00
G1A6	LCFF: EL	Instruction	Travel			student transportation, home visit	1,750.00
G1A6	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts for Parent participation for EL students - Translators/Babysitting/Parent Nights	327.00
G1A6	LCFF: EL	Parent Participation	Mat & Supp			ELAC meetings, parent coffee hour, reclassification meeting	500.00

\$269,580.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		84.57 %	2021-2022	85.67 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Students were only able to attend 6th Grade-Wilderness Outdoor Camp for 2021-22. Student usually experience multiple College visits that provide them experiences that will help inform their college decision making.

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

Students in grades 7 and 8 did not participate in College field trips. Middle school students failed to benefit from the experiences and activities which were provided to the 6th grade students.

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

Most field trips were cancelled which impacted student exposure to colleges and other enrichment activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Plans for Goal 2 during the 2022-23 school year will be determined based on the structure of the learning. To meet the needs of all students we hope to return to being able to offer off campus experiences to our student in 2022-23.

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

1 SSC:

SSC expressed appreciation that 6th grade was able to have their 6th grade camp, and look forward to offering field trips in the future.

2 ELAC:

SSC expressed appreciation that 6th grade was able to have their 6th grade camp, and look forward to offering field trips in the future.

3 Staff:

Staff expressed the are hopeful that field trips and college visits will resume in 2022-23

Action 1

Title: Exposure to Careers

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Administration, Teachers

Timeline:

Ongoing

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

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

Owner(s):

Administration, Counselor, Campus Culture

Timeline:

Ongoing

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

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

Owner(s):

Administration, Counselor, Teachers

Timeline:

Ongoing

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

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

Owner(s):

Administration, Counselor, Teachers

Timeline:

Monthly

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

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

Owner(s):

Administration, Counselor, Teachers

Timeline:

Monthly

Ongoing

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

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

Specify enhanced services for EL students:

- GLA, Home School Liaison, School Readiness Facilitator will work with families of EL students, who have historically been under-involved in Goal 3, to engage parents in understanding the role of Goal 3 in students' academic success.

Specify enhanced services for low-performing student groups:

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

- Monthly monitoring of Goal 3/Student career explorations data for the following sub-groups: SPED, Foster Youth, African-American, EL Students
- Monthly monitoring of Goal 3/Student career explorations data low-performing students

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			College visits, reward trips, career visits	2,000.00

\$2,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		27.88 %	2021-2022	27.28 %
Suspension Rate - Semester 1	✓		6.39 %	2021-2022	6.06 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Key factors supporting the current rate can be contributed to the following actions:

- Attendance Clerk: consistently communicating with families regarding attendance expectations. Implementation-Complete and consistent Effectiveness-Very Effective
- Home School Liaison: consistently communicating with families regarding attendance expectations. Implementation-Complete and consistent Effectiveness-Very Effective
- Home visits: Implementation-Partial and inconsistent Effectiveness-Moderately Effective
- Incentives for attendance Implementation-Partial Effectiveness-No Effectiveness
- Goal 2 Field Trips Implementation-Partial and inconsistent Effectiveness-Moderately Effective
- A2A Meetings with Cooper Team Implementation-Partial and inconsistent Effectiveness-Moderately Effective
- COST Meetings- case manager assignment Implementation-Complete and consistent Effectiveness-Very Effective
- School-wide Engagement (see Goal 3) Implementation-Partial and inconsistent Effectiveness-Moderately Effective

Suspensions - students with 1 or more

Weekly class meetings school wide Implementation-Complete and consistent Effectiveness-Moderately

Re-Engagement Strategies utilized by support staff - Re-Entry meetings Implementation-Complete and consistent Effectiveness-Very Effective

Clubs Implementation-Partial and inconsistent Effectiveness-Very Effective

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

Students had challenges with COVID. Many students were diagnosed with COVID which forced them to be out of school for a minimum of 7 days. Additionally, students who were identified as close contacts missed school for as many as 20 days. Another contributing factor to our higher rate of absenteeism was class closures for classes that had 3 or more COVID cases in a 14 day period.

Our suspension rate was much higher as well due to students returning to campus having not interacted with many of their peers for up to 18 months. Many of our students were new to middle school and had not ever had 8 classes as well as they had not changed classes...many of them were used to just one class one teacher.

Positive Incentives Implementation-Partial and inconsistent Effectiveness-Moderately

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

For 2021-22 we intended to implement the following actions, but due to challenges we faced with COVID we were unable to implement to the fullest extent. For example, due to agreed upon structures we did not have teachers who were paid supplemental contracts for tutorial. We also were not able to hire a HSL so we were limited on the number of parent contacts we were able to make. Our goal is to implement the following actions during the 2022-23 school year.

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Suspension data increased in 2021-22 for all grade levels in suspensions per 100 students. It will improve through our restorative practices and tier 2 and 3 interventions. The site will continue to use our Home School Liaison and School Readiness Facilitator to support increased parent involvement and parent education classes. We will continue to do our behavior chats and Weekly class meetings to support students gain social skills and better manage their behavior. The site will also review our behavior policies to ensure it is equitable. Continue to use our COST Team to support student. Continue with Cooper Reset Center.

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

1 SSC:

SSC inquired about supports for low attendance and who is supporting students with chronic absenteeism. SSC acknowledged the need for more SEL support

2 ELAC:

ELAC inquired about supports for low attendance and who is supporting students with chronic absenteeism. ELAC acknowledged the need for more SEL support

3 Staff:

Staff expressed frustration with on-going efforts to promote and encourage attendance with the chronically absent students.

Action 1

Title: Student Engagement

Action Details:

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

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

VP over Goal 2, Admin. Team

Timeline:

End of Semester/ prior to surveys held in spring

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

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

Owner(s):

Athletic Director, Admin. Team

Timeline:

Monthly

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

School Calendars show opportunities for field trips and other engagement activities

Owner(s):

Admin. Team

Timeline:

Monthly

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

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

Owner(s):

WEB Advisors/ Campus Culture Director

Timeline:

Monthly

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

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

Owner(s):

Admin. Team, Campus Culture Director

Timeline:

Quarterly

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

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

Owner(s):

Campus Culture Director
Athletic Director

Timeline:

Monthly

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

- Engagement strategies and recognition of Engagements provided for students
- Weekly/lunchtime activities every week for all students to participate
- Rallies
- Student's vs staff events: students have the chance to jump onto a field/court and have some competitive fun against teachers to help build student and staff relations.
- School community service days
- Athlete Tutorial Program: Provide resources to keep students athletically eligible
- Tutorial services
- 8th graders will visit Fresno High the spring before entry to select electives, learn about Goal 2 opportunities, and gain a sense of the culture and climate of Fresno High and how to be IB program will continue.
- WEB monthly activities, both academic and social. Provide supplemental contracts to WEB coordinators and resources for incoming 6th and 7th grade student orientation activities. Students entering Cooper at any point after the beginning of the year will have a WEB buddy identified who will on-board them with Goal 2 opportunities, availability of Tutorial, a campus tour, and textbook check-out.
- Provide transportation (i.e., bus, bus tokens) in some cases as needed to remove a barrier of transportation from students who could not otherwise participate in Goal 2 activities.
- Provide resources for incentives to encourage participation in culture and climate activities (e.g., students who reach a certain level of participation earn a small prize).
- Increase opportunities to solicit student voice in school-wide decisions.
- Increase staff attendance at student events and build staff culture by creating a system of staff competitions (e.g., staff team that gets most staff attending student events wins).
- Provide materials and resources to support advertising and promotion of involvement opportunities, including Message Boards for cafeteria and quad.
- Provide substitute release time for band directors, Tournament of Tech Coach, Battle of the Books, etc. to attend planning meetings, work side-by-side with regional colleagues offsite.
- Provide additional resources for VAPA performance programs to increase student pride and ownership in performances, as funds available.
- Provide opportunities for student leadership and develop stronger pathways from feeder schools in the Fresno High region by supporting regional leadership conferences, activities, and community service opportunities.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Attendance

Action Details:

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

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
--

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

GLA, Admin. Team, Attendance Clerk

Timeline:

Weekly

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

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

Owner(s):

GLA

Timeline:

Weekly

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

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

Owner(s):

GLA over attendance, Home School Liaison, Attendance Clerk

Timeline:

Daily
Weekly
Ongoing

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

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

Owner(s):

GLA

Timeline:

Weekly

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

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

Owner(s):

GLA

Timeline:

Monthly

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

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

Owner(s):

GLA

Timeline:

Monthly

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

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

Owner(s):

Principal

Timeline:

Monthly

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

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

Specify enhanced services for EL students:

- Home School Liaison, School Readiness facilitator and GLA will coordinate and run small group sessions to educate EL parents about attendance monitoring and intervention.

Specify enhanced services for low-performing student groups:

- Home School Liaison, School Readiness facilitator and GLA will coordinate and run small group sessions to educate parents of targeted groups, African American and Students with disabilities, about attendance

- Bus tokens provided for students experiencing transportation challenges or other hardships.

monitoring and intervention.

- Bus tokens provided to targeted groups, African American and Students with Disabilities, experiencing transportation challenges or other hardships.

Action 3

Title: Suspension

Action Details:

Suspension per 100 students was 7.66% in 2021-2022. As part of a Multi-Tiered System of Supports (MTSS), Cooper Academy will provide a tiered approach to positive behavior using the Safe and Civil Schools Framework for PBIS (Positive Behavior Intervention and Supports). Cooper will focus on our low performing group, African American (23.7%). Cooper staff will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new policies and procedures to support our goals. Tier 1 services focus on common areas and school-wide policies, consistent agreements across the staff about response to misbehavior through an instructional approach; addressing safety, conflict, and bullying. Tier 2 supports include includes opportunities for reflection, an emphasis on restoration and learning from mistakes; and Tier 3 includes connection to services to meet underlying needs and an expansion of efforts to involve and support families.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

VP, Admin. Team

Timeline:

Quarterly

Ongoing

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

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

Owner(s):

Admin. Team, Staff

Timeline:

Bi-Weekly

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

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

Owner(s):

Principal, Admin. Team

Timeline:

Monthly

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

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

Owner(s):

Admin. Team, Staff

Timeline:

Daily, shared with admin team

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

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

Owner(s):

Principal

Timeline:

Monthly

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

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

Owner(s):

Admin. Staff, Staff

Timeline:

Weekly Class Meetings, Quarterly Behavior Assemblies

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

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

Owner(s):

VP

Timeline:

Monthly

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

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

Owner(s):

Admin. Team

Timeline:

Daily

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

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

Owner(s):

VP

Timeline:

Monthly

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

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

Owner(s):

Administration, Counselor, RPC, Social Worker, Teachers

Timeline:

Byweekly

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

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

Specify enhanced services for EL students:

- Ensure that EL Students are given the opportunity to verbally process, ask questions, and understand the

Specify enhanced services for low-performing student groups:

Re-Entry Meeting with RP Counselor With Agreements to prevent possible future suspensions

content during Class Meetings and school-wide instruction.

- Re-Entry Meeting with RP Counselor With Agreements to prevent possible future suspension
- Student Study Team analyzing trends and patterns where incidents are occurring
- Behavior Support Plan with VP/GLA
- Check and Connect Mentoring and progress monitoring with Principal/VP/GLA/Counselor

Climate Team analyzing trends and patterns where incidents are occurring

Behavior Support Plan for our targeted groups, students with disabilities and ELL with VP/GLA

Check and Connect Mentoring and progress monitoring for our low-performing groups (Students with disabilities, ELL, and AA with Principal/VP/GLA/Counselor)

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Maint			campus resource maintenance	200.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified Substitutes	1,076.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Extra Time	209.00

\$1,485.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓		97.22 %	2021-2022	98.32 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Teachers will receive professional learning determined by site data: ELPAC, EL Redesignation Goalsetting Report, Common Formative Assessments, iReady, and SBAC.

In addition, data collected from the Instructional Practice Guide and Fresno Unified Initiatives will drive the learning that specifically supports English Learners. Topics include: speaking and listening standards, small group instruction, and extended learning opportunities for students.

All teachers receive professional learning on strategies to support student comprehension of grade level text.

Proficiency-based Learning (tasks, assessments)

Common formative and summative assessments (formal and informal)

Staff Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency based learning.

Supplemental Contracts and/or sub release time for Accountable Community teams.

PL will utilize the research from "Learning by Doing" to support the development and continuation of high quality Accountable Communities.

Teachers will receive PL on how to utilize ELD standards to support access for ELs to the Common Core Literacy standards and build Academic Language.

Continue professional learning on appropriate scaffolds and strategies to support complex text, talk, and tasks in all classrooms, such as Socratic seminar, sentence frames and sentence starters.

Current Redesignation Criteria and interpretation of criteria data

District led professional learning tied to Guaranteed Viable Curriculum Seminars and conferences specifically designed to support English Learner instruction

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

Cooper focus is on building an environment that is perceived inclusive to all students, staff, and community. CA aims for all educational partners to feel safe and comfortable. Students feel supported and know that what they are learning is important and show ownership for their learning. CA teachers will meet weekly in their Professional Learning Communities to analyze current data, monitor student progress and share best practices and evidence-based strategies to improve instruction and increase student achievement. Lesson plans will be developed that include Best Practice Strategies and are equitable for students at risk of not meeting standards. Teachers will focus on instructional strategies for: English Learners, SPED, African American students, Foster Youth, At-risk students identified through data analysis. Data that will be monitored includes: CAASPP, iReady- 3x a year, Reclassification- trimester or quarterly, and D/Frates- trimester or quarterly.

Training for extended student learning opportunities
Provide professional learning opportunities for school staff: district, site and additional training around literacy.

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

Reduction in opportunities for professional learning has had an impact on PLC work

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Professional Learning around Cultural Proficiency and Cultural Responsive
Incentives for Staff
Professional Learning around equity of grading and assessing work through PLC's.

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

1 SSC:

SSC acknowledges that staff PL and incentives are a must

2 ELAC:

ELAC acknowledges that staff PL and incentives are a must

3 Staff:

Staff acknowledges that staff PL and incentives are a must

Action 1

Title: Workplace Diversity

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Staff Management Portal on iACHIEVE

FUSD Recruitment Interview Form

FUSD Exit Interview Form

Owner(s):

Administration

Site Hiring Panel (ILT/Admin) FUSD Human Resource Department

Timeline:

On-going

Quarterly

Lateral Hires

Overage Hires

New Teacher Hires

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Increase Recruitment/Retain newly hired staff to reflect diversity of community.
- Provide opportunities for team building with newly hired staff to create a strong connection between the staff, the campus, and the community.
- Provide Professional Development to newly hired staff in order to build on teacher capacity.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology.
- Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs.
- On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help match qualification and diversity of potential candidates to site needs.
- On-going communication with Manager(s) in the Teacher Residency Program to ensure recruitment of qualified BCLAD teachers.

Specify Professional Development or Staff Services to support EL students:

- Provide Professional Development to newly hired staff in order to build on teacher capacity related to Technology, IB Social Emotional Learning, and support with GVC, utilization of IPG, and FUSD Math/ELA Planning Resources.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, IB, and technology.
- Provide opportunities to network with teachers from other FUSD sites and/or regions on best practices, common formative assessments, and lesson plans.

Specify Professional Development or Staff Services to support low-performing student groups:

- Provide Professional Development to newly hired staff in order to build on teacher capacity related to Technology, IB, Social Emotional Learning, and support with GVC, utilization of IPG, and FUSD Math/ELA Planning Resources.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, IB, and technology.
- Provide opportunities to network with teachers from other FUSD sites and/or regions on best practices, common formative assessments, and lesson plans.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		87.14 %	2021-2022	88.24 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Goals and actions from the 2022-23 SPSA will be fully implemented to support family collaboration and engagement. Opportunities will include:

- Translation provided by HSL, as needed.
- Counselor will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
- Cooper families will be provided a Student/Parent Handbook at the beginning of the year.
- Parent will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the school year.
- Title I Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the first quarter.
- ELA and Math teachers will specifically review each student's iREADY Diagnostic reading and Math level.
- The Team will review academic progress with the families during fall parent conferences.
- Upcoming school events/activities communicated to families through a variety of methods (Cooper website, marquee, flyers, monthly calendar, School Messenger).
- A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be communicated at least 72 hours in advance.
- Parents will also be invited to student celebration/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Cooper Academy to offer on-going parent education provided by the district office.
- Spring Open House

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

Opportunities for family interactions on campus were significantly reduced during the 2021-22 school year. This has had an impact on our ability to engage with families and our school community. We did conduct virtual options for families, but do to limited technology resources for our families, many of them were not able to engage virtually.

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

Although this was a new goal for 2021-22, numerous actions and opportunities have been previously implemented within the SPSA in other areas to engage and connect with families. Many of actions were not able to be carried out during the 2021-22 school year due to COVID restrictions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

As we resume in person instruction, goals, metrics, and actions will be fully implemented to support family collaboration and engagement.

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

1 SSC:

2 ELAC:

3 Staff:

Action 1

Title: Parent Engagement

Action Details:

Cooper Academy will increase the number of parents that attend parent meetings and planned parent school-wide activities. Activities include: Parent Orientation, Back to School Night, Parent Coffee Hour, Open House, PTA, ELAC, School Site Council, etc. Parents will be informed of school activities through school messenger, monthly news letters, school website, and the school marquee.

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

Explain the Progress Monitoring and data used for this Action

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

Parent Survey-School Climate Survey will be analyzed by question and by subgroup as part of a Cycle of Continuous Improvement.

Owner(s):

Principal, VP, GLA, Counselor

Timeline:

Monthly

Yearly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:**
 - **Student Centered and Real-World Learning:**
 - **Student Engagement:**
-
- Parents will be provided information regarding student's expectation, curriculum related information and common grade-level agreement at Back to School Night and parent/teacher conferences in both English and Spanish.
 - Parent support for EDUTEXT, Atlas Parent Portal, classroom tools, TEAMS
 - School newsletters/calendars will be sent home in English and Spanish monthly to keep parents informed of important school events and curriculum related information.
 - Parent Coffee Hour designed to keep parents informed and involved in their child's education. Topic include: • How to Access to Parent Portal • Internet Safety • Positive Mental Health/Suicide Prevention • Healthy Cooking • High School/A-G requirement
 - IB Parent Night/ 8th grade Community Project Display Event
 - Parent-Teacher Conferences will take place two times a year. Fall conferences inform parents of progress made by the student. Conferences will provide an opportunity for teacher, parent and struggling students to develop a success plans together with action steps to follow.
 - Teachers will provide information and strategies for parents during conferences on how they can help their children in the areas of English language arts, mathematics at home and other subject areas based on student's need.
 - Parents will be provided with information regarding strategies to increase student achievement during Back to School Night and conferences. Translators will be provided for conferences.
 - Parents will be invited to all SSC/ELAC meetings to keep them informed about activities/events at school and how they can support their child's achievement.
 - Classroom visitations will be scheduled for parents to observe their child's in class upon request.
 - Literacy awareness seminars/meetings to build awareness around literacy across the content areas (specific focus on biliteracy, language arts, STEM and STEAM)
 - IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas.
 - Parent IB continuum classes at Cooper Academy and Fresno High School.
 - Title 1 Parent Meeting
 - ELAC Meeting used to keep English Learner parents up to date on Student's performance, share voice of parent ideas, comments, and concerns.
 - Parent meeting with admin. and teachers to report on progress, assessment results, resources to support English Learner achievement. Transportation available.
 - Grade Level Counselor meetings provide specific areas of need, A-G on track, additional support, and tutoring.
 - Parents of re-designated students will be informed of their students' success and given information on continued academic and proficiency growth.
 - Progress reports sent home quarterly Report cards sent home quarterly Communicate and facilitate parent access to ATLAS Online System and Edutext
 - Weekly School Messenger messages Regular reporting of student progress by administration during SSC meetings
 - Attendance clerk will provide information to parents regarding absenteeism and truancy
 - Regular communication via email, text, and/or phone to parents of students identified at-risk in academics and/or behavior
 - Title 1 Involvement Policy and Staff-Student-Parent compact with all stakeholders
 - Parent University will provide parent topics monthly

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Parents will be informed of student behavior expectations, dress code, daily schedule through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-going communication tool between parents and teachers throughout the year. Materials will be translated into Spanish as needed.
- Our home school liaison will work with students and families to promote success of all students on campus. Our home school liaison will also be available for parents during school, and after-school.

learners to enhance learning opportunities.

- Parents will be informed of student behavior expectations, dress code, daily schedule through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-going communication tool between parents and teachers throughout the year. Materials will be translated into Spanish as needed.
- Our home school liaison will work with students and families to promote success of all students on campus. Our home school liaison will also be available for parents during school, and after-school.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supp. for translation, parent meetings, parent site visits	327.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent meetings, parent IB handbook, parent activities, training in Atlas & how to read reports **No food or incentives**	1,500.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL home visits, parent meeting transportation	200.00

\$2,027.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0105 Cooper Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certif. Supplemental contracts for tutorial and intervention to support Math and ELA - **No IEPs**	8,908.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies **No food or incentives**	7,155.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	12,000.00
G1A1	Title 1 Basic	Instruction	Travel			Math conference, IB training, World language conference, GFTIO conference	2,000.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Books & Subscriptions	2,000.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Agendas	2,300.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	7,092.00
G1A1	Sup & Conc	Instruction	Mat & Supp			technology resources, materials and supplies to support instruction, materials and supplies to support IB curriculum	5,306.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Technology resources to support interventions, supplies and materials to support instruction	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies, GFTIO books	22,655.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	15,956.00
G1A1	Sup & Conc	Instruction	Travel			IB conference, World language conference, college visits, career readiness events	4,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			staff copy machine	6,000.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Facltr, Schl Readiness	0.7500	Also supports G1A2, G3A2 & G5A1	54,359.00
G1A1	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Support for SEL	50,160.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teachers Subs **No IEPs**	5,813.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Agendas, Certificates, communication, IB journal	4,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contracts for tutoring and intervention	17,159.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Agendas, certificates, awards, IB journal, community project journal	3,000.00
G1A2	LCFF: EL	Instruction	Direct-Graph			certificates, agendas, IB journal	700.00
G1A3	One-time School	Instruction	Mat & Supp			: Agendas, certificates **No food or incentives**	3,766.00
G1A4	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental for support	327.00
G1A6	Sup & Conc	Instruction	Oth Cls-Supp			Classified Substitutes to support EL students	2,616.00
G1A6	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitutes to support EL students	1,420.00
G1A6	LCFF: EL	Instruction	Teacher-Supp			Certificated Supp Contracts for Tutoring and extra support	3,430.00
G1A6	LCFF: EL	Instruction	Oth Cls-Supp			Classified Supp Contracts for Tutorial support for EL students	1,963.00
G1A6	LCFF: EL	Instruction	Mat & Supp			Technology to support EL students, IB curriculum, interactive curriculum	17,718.00
G1A6	LCFF: EL	Instruction	Nc-Equipment			technology resources, IB curriculum	3,200.00

G1A6	LCFF: EL	Instruction	Travel	student transportation, home visit	1 750.00
G1A6	LCFF: EL	Parent Participation	Cls Sup-Sup	Classified Supplemental Contracts for Parent participation for EL students - Translators/Babysitting/Parent Nights	327.00
G1A6	LCFF: EL	Parent Participation	Mat & Supp	ELAC meetings, parent coffee hour, reclassification meeting	500.00
G2A1	Sup & Conc	Instruction	Direct Trans	College visits, reward trips, career visits	2,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint	campus resource maintenance	200.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sub	Classified Substitutes	1,076.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext	Classified Extra Time	209.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	Classified Supp. for translation, parent meetings, parent site visits	327.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	: Parent meetings, parent IB handbook, parent activities, training in Atlas & how to read reports **No food or incentives**	1,500.00
G5A1	LCFF: EL	Attendance & Social Work Services	Local Mileage	HSL home visits, parent meeting transportation	200.00

\$275,092.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,003.00
Sup & Conc	7090	\$143,955.00
LCFF: EL	7091	\$31,208.00
One-time School	7099	\$53,926.00
Grand Total		\$275,092.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$269,580.00
G2 - Expand student-centered and real-world learning experiences	\$2,000.00
G3 - Increase student engagement in their school and community	\$1,485.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,027.00
Grand Total	\$275,092.00