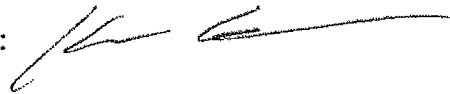


Tioga Middle

10621666061196

Principal's Name: Kevin Evangelinos

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Kevin Evangelinos', written over a horizontal line.

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

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

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

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

Consolidated Program Assurances

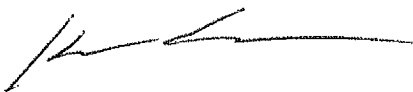

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kevin Evangelinos	X				
2. Chairperson - Ann Sin			X		
3. Jonathan Graney		X			
4. Alfredo Gutierrez		X			
5. Tamara Smith		X			
6. Soua Thao		X			
7. Jennifer Bacon			X		
8. Imelda Sanchez			X		
9. Miriam Anaya				X	
10. Delfina Baldwin				X	
11. Dora Campos				X	
12. Suzanne Church				X	
13. Esther Orozco					
14. Brianna Campos					X
15. Arlene Villa					X

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kevin Evangelinos		3-31-17
SSC Chairperson	Ann Sin		3/31/2017

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Tioga - 0455

ON-SITE ALLOCATION

3010	Title I	\$38,333 *
7090	LCFF Supplemental & Concentration	\$130,105
7091	LCFF for English Learners	\$34,290
		\$202,728
TOTAL 2017/18 ON-SITE ALLOCATION		\$202,728

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$893
Remaining Title I funds are at the discretion of the School Site Council	\$37,440
Total Title I Allocation	\$38,333

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	10/17	N/A ³	20.37%	23.76%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	12/17	N/A ³	7.22%	8.69%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	13/17	0.00% ⁴	59.25%	72.33%	66.29%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	7/17	N/A ⁷	N/A ⁷	20.28%	32.93%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	7.06%	•LCAP Dashboard - 4PupilAchievement

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English	7/16	17.14%	29.59%	19.59%	16.47%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		Annual Measurable Achievement						
		Objective 2:						
<input type="checkbox"/>	863	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	2/17*	39.39%	43.48%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	10/16	55.17%	43.48%	62.82%	54.93%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	15/17	92.84%	93.22%	93.65%	93.88%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	15/17	20.32%	19.40%	19.58%	17.73%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	14/17	N/A ¹⁰	N/A ¹⁰	67.67%	56.66%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	16/17	134.29%	49.77%	42.26%	1.77%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	9/17	61.85%	27.52%	23.46%	9.95%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	11/17	1.87%	0.30%	0.75%	0.32%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	13/17	2.00%	0.90%	2.26%	1.44%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	3/17	69.95%	88.42%	96.84%	95.51%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -

<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	8/17	N/A ¹³	N/A ¹³	59.63%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	14/17	N/A ¹³	N/A ¹³	64.48%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	14/17	N/A ¹³	N/A ¹³	53.18%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: -

Save

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

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	19	35	

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

Detail the Action

Tioga will improve the number and percentage of English Learner students attaining proficiency on the California English Learner Proficiency and SBAC assessments.

SMART Goals

By the end of June, 2018, 35% of Tioga English Learner students will redesignate after meeting English Language Proficiency standards

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

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

- Interim 1 assessment data
- English Learner Assessment/ CELDT or new CAEL Prof Assessment
- PSAT data
- Interim 2 assessment data

Owner(s):

- EL Teacher
- Core AC teams
- GLA

Timeline:

- End of Quarter 1 for Interim 1 data
- End of Quarter 2 for CEDLT data
- End of Quarter 3 for PSAT and Interim 2 data

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

Parents will be invited to attend two informational sessions (one at the start of each semester) informing them of English Learner redesignation process from middle to high school. Sessions will be taught by FUSD English

Describe Related Professional Learning:

English Learner services will provide quarterly professional learning to the staff and certificated tutor.

Learner services.

Two Interpreters will provide services to newcomer students at Back to School Night.

Parents will receive bi-weekly progress reports to track student progress.

Parent University will provide weekly workshops throughout the year to provide support to parents of EL students.

Parents will be taught how to log into the Parent Portal in ATLAS to monitor student progress.

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

Direct services to students include daily instruction to targeted English Learner students using district adopted GVC for English Learners provided by a certificated teacher.

Technology will be provided to students in order to track their academic proficiency and to access content to increase proficiency.

Tioga Accountable Communities will highlight best practices for English Learners with each teacher identifying EL's and planning additional support structures to meet their needs.

IPG data will be used to provide feedback to teachers on improving instructional practices.

A teacher will attend the annual EL conference to learn instructional strategies for improving EL student academic success.

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

Certificated teacher will work specifically with EL students by focusing on academic success using multiple measures.

Tioga Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for PE teacher to monitor and work after-hours with students pulled from PE for intervention classes	\$ 20,899.00	
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for teachers for instructional planning over the summer	\$ 9,600.00	
1	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for Teachers	\$ 30,000.00	
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for teachers to have time working with ILT and in tutorial roles to support academics.	\$ 5,999.00	
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Lead Teacher Supplemental Contracts for planning, collaboration, and leading instructional professional learning.	\$ 2,001.00	
1	1	Sup & Conc	In-House Instructional Staff Development	Materials & Supplies				32 copies of Best Practices at Tier 1 for Effective Instruction in Secondary through Solution Tree for staff PL	\$ 1,200.00	
1	1	Sup & Conc	Instruction	Materials & Supplies				Teacher supplemental materials to enrich classroom instruction.	\$ 1,000.00	
1	1	Sup & Conc	In-House Instructional Staff Development	Prof/Consulting Svc & Operating			Solution Tree	Solution Tree professional consulting services for site based PL to improve academic instruction.	\$ 2,800.00	
Total									\$ 73,499.00	

Action # 2

Domain

1. Academic Performance

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	8.69	18.69	California Teaching Fellows Foundation
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	23.76	33.76	California Teaching Fellows Foundation

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Tioga will improve the number and percentage of students meeting and exceeding standards on the ELA and Mathematics CAASPP Assessment.

SMART Goals

By June of 2018, CAASPP scores in mathematics will increase from 8.69% to 18.69% or more, while scores in ELA will increase from 23% to 33%.

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

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

1. Weekly Common Formative Assessments analyzed by the math and ELA Accountable Communities.
2. Interim #2 Assessment Data
3. Interim #3 Assessment Data
4. CAASP

Owner(s):

Math Team
ELA Team
Principal
PLUS Team

Timeline:

1. Weekly basis starting in the first week of September through the end of May 2018.
2. Quarter 1, 2017
3. Quarter 3, 2018
4. Summer 2018

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

Parent information meeting during Back to School Night detailing the use of Teaching Fellows and PLUS teachers to support student learning and enrichment in mathematics and ELA

Describe Related Professional Learning:

Professional learning provided for teachers to on increasing Tier 1 effectiveness in the secondary classroom will take place over the course of the year to increase teacher instructional practices and student proficiency.

Parents will be provided bi-weekly progress reports.

Grades at Tioga are based on mastery of state standards and are easily communicated to parents.

Parent University will provide weekly workshops throughout the year to provide support to parents of EL students.

Parents will be taught how to log into the Parent Portal in ATLAS to monitor student progress.

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

Two Teaching Fellows will work with math, ELA, and PLUS teachers in a blended-learning environment to provide targeted intervention throughout the school year.

Students will use technology to gain access a wide variety of instructional text, videos, and content. Teachers will be able to assess exactly where all students are at a given time during the day and determine which students need enrichment or advancement. Student assessments will be SBAC aligned and constructed using online tools such as Illuminate to determine student competency.

Students with instructional gaps of two or more years will have access to English and Math intervention software to make up deficiencies. Students will be able to access this content through our Tioga intervention model.

AC work in ELA and mathematics will focus strongly on analyzing student data with each team having a written weekly plan to address student instructional needs based on assessment.

IPG data will be collected by administrators and provided as feedback to teachers to improve instructional practices.

Students will receive incentives after district, state, and classroom assessments when they reach their goals based upon specific and individualized plans.

Students will be pulled from a non-academic class for brief periods of time for Intervention. Teacher overseeing student placement and progress in their non-academic class will have an extra contract for supervision and progress monitoring.

Students will have extra opportunities available during lunch and after school for specific tutorials in English and Math.

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

Immediate support for intervention and enrichment will allow students to master mathematical and ELA concepts faster and deeper than traditional non-intervention teaching practices.

Teachers will create and individually assign CCSS designed tasks and assessments to measure student progress and proficiency. Tioga Middle School will employ a content specialist teacher to modify curriculum for special needs students and English Learners in the classroom

Lease of Ricoh copy machine to support Springboard and Go Math

Lead teachers will have extra time to plan best instructional practices to improve student proficiency and to analyze student data.

Tioga Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Interpreters to help at Back to School Night in support EL newcomers	\$ 199.00
2	2	LCFF: EL	In-House Instructional Staff Development	Travel				Professional Learning for the Tioga designated EL certificated teacher.	\$ 1,790.00
2	2	LCFF: EL	Instruction	Non Capitalized Equipment				Technology for English Learners to have access to online curriculum.	\$ 2,500.00
2	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows:	Teaching Fellows will provide additional support for intervention in academic classes.	\$ 39,999.00
Total									\$ 44,488.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
7139 - Secondary students social awareness survey results for questions 21-28	54	75	
7137 - Secondary students growth mindset survey results for questions 10-13	59	69	

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

Detail the Action

Tioga will increase the number and percentage of students showing an increase in both social awareness and growth mindset on student surveys.

SMART Goals

By June of 2018, the number and percentage of students indicating strong social awareness will increase from 54% to 75% while the percentage of positive responses on the Growth Mindset construct of the secondary survey will increase from 59% to 69%.

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

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

1. Short cycle surveys administered by our climate and culture team.
2. Monthly surveys and data collection through Monday advisories.

Owner(s):

Climate and culture team
 School Climate and Culture Specialist
 Vice Principal

Timeline:

1. October 2017, February 2018, May 2018
2. Once per month starting the last week of August.

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

Parents will be informed about student peer mentoring, the WEB program and student participation in arts, athletics, and extracurricular activities through our student handbook, Back to School Night and regular School Messengers encouraging parents to volunteer and serve on the School Site Council.

Describe Related Professional Learning:

PL to address the needs of the students with topics to include: trauma with students, how teachers can address level 1 behaviors in class, foundations, and meeting students basic needs etc.

Tioga handbook will go home to parents at the start of the year inviting them to attend Back to School Night, Open House, awards assemblies, field trips, and sporting events. Our handbook will include a guide to increasing student social awareness and growth mindset.

A weekly flyer sent home to parents to encourage participation, detail events, and model good parenting tips.

Parent University will provide weekly workshops throughout the year to provide support to parents of EL students. Parents will be taught how to log into the Parent Portal in ATLAS to monitor student progress.

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

Assemblies, presentations, and field trips to help foster student participation and belonging will occur a minimum of once per month.

Lunch time activities (student involvement, staff vs student, etc.)

Monthly student club meetings.

Student of the Month

Monday and Friday advisory meetings with a curriculum designed around social awareness, kindness, and growth mindset.

Where Everybody Belongs (WEB) program. WEB leaders will build and mentor relationships with students about belonging and how to be successful in middle school. WEB leaders will also support student academic success and character development through classroom visits. WEB leaders will connect students outside of the classroom at social events to increase student engagement and promote a positive school climate.

PL will also guide teachers through providing advisory instruction on growth mindset.

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

The program will benefit economically disadvantaged students by teaching a curriculum specific to increase social awareness, kindness, and growth mindset.

Tioga Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Two Supplemental Contracts for teachers to help plan and support extra Goal 2 activities during lunch and after school.	\$ 3,001.00
3	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts to support student engagement such as academic pentathlon, Math-A-Rama, History Day, etc...	\$ 8,001.00
3	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Buses for future tomahawk students and engagement at Tioga	\$ 1,800.00
3	2	Sup & Conc	Instruction	Materials & Supplies				Lanyards for all students to help track and increase Goal 2 activities.	\$ 2,000.00
3	2	Sup & Conc	Instruction	Non Capitalized Equipment				Materials and supplies for elective enrichment such as musical instruments and technology.	\$ 4,600.00
Total									\$ 19,402.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	93.92	100	

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

Detail the Action

Tioga will increase the number and percentage of students engaged in goal 2 activities.

SMART Goals

By June Of 2018, the number and percentage of students engaged in a Goal 2 activity will increase to 100%.

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

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

1. Engagement Goal 2 Data
2. Teacher data collection through monthly club meetings.
3. SQII Indicator 2080
4. Responses to the School Culture and Climate parent and student surveys in the Spring of 2018.

Owner(s):

1. Campus Culture Director
2. Teachers in charge of clubs
3. Principal

Timeline:

1. Monthly starting in September 2017
2. Once per month
3. Weekly monitoring
4. Once per year analyzed in Spring of 2018.

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

Parents will be informed about opportunities for arts, athletics, and extracurricular activities through our student handbook, regular school messenger messages, and Back to School Night.

Parent University will provide weekly workshops throughout the year to provide support to parents of EL students. Parents will be taught how to log into the Parent Portal in ATLAS to monitor student progress.

Describe Related Professional Learning:

One hour of professional learning at the start of the year describing the Tioga Club process. Ongoing support will be provided by our Campus Culture Director.

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

Tioga Middle School will have monthly CLUB meetings built into the school day designed around student and teacher interest.

Intramural sports, games, and activities will be organized by our Campus Culture and WEB director. These will be offered daily during lunch and after school as planned.

Where Everybody Belongs (WEB) program. WEB leaders will build and mentor relationships with students about belonging and how to be successful in middle school. WEB leaders will also support student academic success and character development through classroom visits. WEB leaders will connect students outside of the classroom at social events to increase student engagement and promote a positive school climate.

Student lanyards will be provided to monitor student involvement in Goal 2 activities.

An ID card-making-machine will be purchased to provide all students with ID badges to be placed into lanyards.

Contracts will be provided for teachers to run extra club meetings during lunch and after school and lead academic competitions.

Supplies and materials for elective enrichment opportunities before school, during lunch, and after school including instruments for marching band.

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

All students attending Tioga Middle School will participate and benefit from increased Goal 2 activities including EL and socially economically disadvantaged students. These students will also benefit from additional club opportunities tailored to them during lunch and after school.

Tioga Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for teachers to help increase student socio-emotional learning and strategies.	\$	1,999.00
4	1	Title 1 Basic	Parent Participation	Communications				Information to encourage parent participation including our Summer Mailer.	\$	2,380.00
4	2	Sup & Conc	Instruction	Materials & Supplies				Materials and incentives for student positive attendance and participation.	\$	2,500.00
4	2	Sup & Conc	Parent Participation	Materials & Supplies				A weekly flyer sent home to parents around school events, parenting, and opportunities.	\$	500.00
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Materials and supplies for parent meetings and school events.	\$	600.00
4	2	Sup & Conc	Instruction	Materials & Supplies				Materials and signage for school branding and to help teach students growth mindset and social awareness.	\$	4,515.00
4	2	Sup & Conc	Instruction	Materials & Supplies				Climate and Culture incentives for student success.	\$	8,000.00
								Total	\$	20,494.00

Action # 5

Domain



1. Academic Performance



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

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	66.61	35	Edgenuity



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Tioga will decrease the number and percentage of students with a D or an F on their report card for academic quarters one through four.

SMART Goals

By the end of June 2018, the percentage of students with a D or an F on their report card will drop from 66% to 35%.

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

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

1. Bi-weekly progress reports
2. AC Regular Common Formative Assessments
3. Quarterly Report Cards

Owner(s):

Department Leads
Principal
Vice-Principal
GLA
Academic Counselor

Timeline:

1. Every two weeks starting in the first week of September.
2. Weekly by department
3. Once per quarter

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

Parents will be given our Tioga handbook explaining Standards Based Grading and our policy of reteaching until student proficiency is reached.

Back to School night will include information on student grading.

Regular bi-weekly School Messages sent home to parents explaining progress reports and grading.

Summer mailer will be sent home with information encouraging parent support and involvement in activities and events.

Parent University will provide weekly workshops throughout the year to provide support to parents of EL students.

Describe Related Professional Learning:

1. 1/2 day of professional learning on-site before the start of the year for all certificated teachers.
2. Quarterly professional learning specific by department.

Parents will be taught how to log into the Parent Portal in ATLAS to monitor student progress.

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

Students will have access to tablets in mathematics and ELA to track their real-time progress. Use of Teaching Fellows to provide intervention and tutorial support during the school day.

Use of Teaching Fellows to provide intervention and tutorial support during the school day.

Zero and or 7th period PE for students pulled for intervention during the school day.

Implementation and monitoring of teaching cycles for each department which includes regular reteaching and reassessment by each Accountable Community to guarantee students meet academic standards.

Gradebooks will be standardized across all departments using student proficiency of California Common Core State Standards as the tool to measure student academic progress.

Edgenuity will be used as a universal screener to help identify student areas of deficiency and to provide instructional support in filling in gaps in student learning.

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

Program targets all students needing intervention or remediation in content area classes.

Tioga Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Teacher substitutes to provide classroom observation opportunities, extra planning time, and collaboration for regular content area teachers.	\$ 4,999.00	
5	1	Sup & Conc	Instruction	Office Equipment Lease				Lease of Ricoh copy machine for Springboard workbook copies.	\$ 5,000.00	
5	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology and replacement technology, including student tablets for students in ELA.	\$ 8,091.00	
5	1	Sup & Conc	In-House Instructional Staff Development	Travel				Off-site professional learning for teachers to travel and attend conferences.	\$ 4,000.00	
5	1	Title 1 Basic	Instruction	Communications				Materials/supplies, NO FOOD, NO INCENTIVES to support student academic progress and proficiency.	\$ 22,755.00	
								Total	\$ 44,845.00	

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	10	7	
48 - Attendance rate	93.86	95	

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

Detail the Action

Tioga will decrease the number and percentage of student suspensions and increase student attendance.

SMART Goals

By the end of June 2018, Tioga's out of school suspension rate will decrease from 10 to 7 percent, while our ADA attendance Rate will increase from 93% to 95%.

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

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

Suspension Rates pulled through ATLAS Behavior Reports

Socio-Emotional Team meetings

Owner(s):

Vice Principal

SESS

GLA

Socio-Emotional Team

Timeline:

Weekly, starting in the last week of August 2017.

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

Weekly ATLAS attendance monitoring

Socio-Emotional Team meetings

Owner(s):

SESS

GLA

RCA

Socio-Emotional Team

Timeline:

Weekly, starting in the last week of August 2017.

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

Describe Related Professional Learning:

Parents will have bi-weekly School Messenger reminders about student behavior, grades, and attendance. Our Tioga parent/student handbook will detail student advisory processes and curriculum. Parents will be informed of our policies at Back to School night and Open House.

Parent University will provide weekly workshops throughout the year to provide support to parents of EL students. Parents will be taught how to log into the Parent Portal in ATLAS to monitor student progress.

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

Students will be taught explicitly on how to behave in class, hallways, the cafeteria, outside, and at sporting events.

Signage and posters will be created detailing appropriate student behavior and the importance of attendance while in school.

Tioga will continue our FAST PASS reward system by providing students who maintain good grades, attendance, and behavior, extra opportunities for engagement and incentives during lunch, after school, and in the morning.

Teachers will receive professional learning on the advisory curriculum at the start of the year detailing student belonging, anti-bullying, attendance, and growth mindset.

The socio-emotional team will provide meetings once per month to the staff on the above and how to increase tenet 1 of the Instructional Practice Guide.

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

Economically disadvantaged students will benefit from direct and specific teaching on appropriate student behavior and strategies to be successful in school and life.

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0455 Tioga Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for teachers to have time working with ILT and in tutorial roles to support academics.	5,999.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Lead Teacher Supplemental Contracts for planning, collaboration, and leading instructional professional learning.	2,001.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for teachers for instructional planning over the summer	9,600.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for PE teacher to monitor and work after-hours with students pulled from PE for intervention classes	20,899.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Teacher supplemental materials to enrich classroom instruction.	1,000.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Mat & Supp			: 32 copies of Best Practices at Tier 1 for Effective Instruction in Secondary through Solution Tree for staff PL	1,200.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			Solution Tree : Solution Tree professional consulting services for site based PL to improve academic instruction.	2,800.00
1	1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for Teachers	30,000.00
2	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Interpreters to help at Back to School Night in support EL newcomers	199.00
2	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows: : Teaching Fellows will provide additional support for intervention in academic classes.	39,999.00
2	2	LCFF: EL	Instruction	Nc-Equipment			: Technology for English Learners to have access to online curriculum.	2,500.00
2	2	LCFF: EL	In-House Instructional Staff Deve	Travel			: Professional Learning for the Tioga designated EL certificated teacher.	1,790.00
3	2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts to support student engagement such as academic pentathlon, Math-A-Rama, History Day, etc...	8,001.00
3	2	Sup & Conc	Instruction	Teacher-Supp			Two Supplemental Contracts for teachers to help plan and support extra Goal 2 activities during lunch and after school.	3,001.00
3	2	Sup & Conc	Instruction	Mat & Supp			: Lanyards for all students to help track and increase Goal 2 activities.	2,000.00
3	2	Sup & Conc	Instruction	Nc-Equipment			: Materials and supplies for elective enrichment such as musical instruments and technology.	4,600.00
3	2	Sup & Conc	Instruction	Direct Trans			: Buses for future tomahawk students and engagement at Tioga	1,800.00
4	1	Title 1 Basic	Parent Participation	Communicatio			: Information to encourage parent participation including our Summer Mailer.	2,380.00
4	2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for teachers to help increase student socio-emotional learning and strategies.	1,999.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Materials and incentives for student positive attendance and participation.	2,500.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Materials and signage for school branding and to help teach students growth mindset and social awareness.	4,515.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Climate and Culture incentives for student success.	8,000.00
			Parent Participation	Mat & Supp				500.00

4	2	Sup & Conc	Parent Participation	Mat & Supp	: A weekly flyer sent home to parents around school events, parenting, and opportunities.	500.00
4	2	Sup & Conc	Parent Participation	Mat & Supp	: Materials and supplies for parent meetings and school events.	600.00
5	1	Title 1 Basic	Instruction	Teacher-Subs	Teacher substitutes to provide classroom observation opportunities, extra planning time, and collaboration for regular content area teachers.	4,999.00
5	1	Title 1 Basic	Instruction	Communicatio	: Materials/supplies, NO FOOD, NO INCENTIVES to support student academic progress and proficiency.	22,755.00
5	1	Sup & Conc	Instruction	Nc-Equipment	: Technology and replacement technology, including student tablets for students in ELA.	8,091.00
5	1	Sup & Conc	Instruction	Off Eq Lease	: Lease of Ricoh copy machine for Springboard workbook copies.	5,000.00
5	1	Sup & Conc	In-House Instructional Staff Deve	Travel	: Off-site professional learning for teachers to travel and attend conferences.	4,000.00
						\$202,728.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,333.00
Sup & Conc	7090	\$130,105.00
LCFF: EL	7091	\$34,290.00
Grand Total		\$202,728.00

Domain Totals	Budget Totals
Academic	\$160,723.00
SEL / Culture & Climate	\$42,005.00
Grand Total	\$202,728.00