

**Tioga Middle**

106216660611961

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 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>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.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

<p>The School Site Council (SSC) develops and revises the 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>

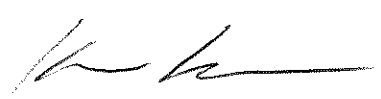

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal – Kevin Evangelinos</b>	X				
2. <b>Chairperson – Eric Silva</b>					X
3. <b>Kim Lee</b>		X			
4. <b>Maria Marin</b>					X
5. <b>Zack Mooneyham</b>					X
6. <b>Ashley DeMedio – Meroth</b>		X			
7. <b>Colleen Mahmood</b>			X		
8. <b>Soua Thao</b>		X			
9. <b>Alfredo Gutierrez</b>		X			
10. <b>Amanda Gann</b>		X			
11. <b>Steve Lebda</b>		X			
12.					
13.					
14.					
15.					

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

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		3/22/18
SSC Chairperson	Erick Silva		3/22/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Tioga - 0455

**ON-SITE ALLOCATION**

3010	Title I	\$43,263 *
7090	LCFF Supplemental & Concentration	\$171,318
7091	LCFF for English Learners	\$32,004
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$246,585</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,254
Remaining Title I funds are at the discretion of the School Site Council	\$42,009
Total Title I Allocation	\$43,263

## Tioga Middle 2018-2019 - Single Plan for Student Achievement (SPSA)

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	18.898	25.898
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	23.569	30.569
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	8.43	15.43

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

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

23% of our students met or exceed standards in ELA in 2016-17. Although this number dropped from 25% the prior year, Tioga achieved an 87% growth percentile for our ELA students according to the CORE Index. Although we did not increase the percentage of students who met standards from the previous year, we did grow the great majority of our students in ELA. This high growth was due to a proficiency based model of instruction in ELA, where teachers would provide immediate feedback to students before they would accept an assignment. Likewise, students were not able to turn in work that was not deemed proficient by his or her teacher. As a result, the quality of student work greatly increased, along with the percentage of students who showed growth.

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

8% of Tioga students met or exceeded standards in math in 2016-17. This low number was due to a lack of clarity around conceptual mathematics, and how to best utilize available resources.

#### EL Reclassification Rate (All grade levels)

22% of all EL students were reclassified. 38% of Asian students were re-designated. %15 of Hispanic students were re-designated.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

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

8% of African American students met or exceeded standards, which was by far the lowest subgroup. 78% of African American students did show positive growth, but not enough to push them over the threshold to proficiency. There was not a significant difference in growth rate between subgroups, which means that all groups did grow.

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

African American and Hispanic students both scored at 6% proficient compared to Asian students at 13% and white students at 21%. A lack of collaboration between students in mathematics did not meet the unique learning modalities of all students, and a belief in low expectations for certain subgroups helped cause the divide.

#### EL Reclassification Rate (All grade levels)

22% of all EL students were reclassified. 38% of Asian students were re-designated. %15 of Hispanic students were re-designated.

**Step 2:** 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:

Do the numbers change if we do well at the end of this year?  
 Should we put most of our efforts in math since it is lower?  
 Will Summit help increase math and ELA scores?:  
 Our 2017-18 SMART goal for ELA and math was:  
 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%.  
 Based on our Interim 1 and 2 data. We are on pace to exceed 34% overall in ELA and underperform in mathematics with currently just over 8% of our students demonstrating proficiency on Interim 2.  
 Our SSC indicated they would like to expand the funding of technology to allow all teachers to have a classroom set of tablets to mentor students and engage them in additional time in mathematics through Khan Academy.  
 Our SSC also indicated the addition of an extra teacher, to balance our master schedule, would be the best use of funds as we move toward Grade Level Teams to increase student learning.

**2** ELAC:

Folded into SSC

**3** Staff:

- Action 1-2
- What is our role in mentoring students?
  - We are not math or English teachers, how can we be expected to teach those subjects?
  - How are we going to communicate effectively with their CORE subject teacher if a student needs to move on in Summit?
  - Is the increase in computers going to affect speed, and is that going to be addressed?
  - In regards to PL, it states there will be 4 days of whole staff learning during the summer and two full days during institute days, who is paying for that, is it mandatory and how are we going to take care of site business if we are doing so much training at the beginning of the year?

Action 3

- What actual program are we implementing for our EL learners?
- How does Campus Culture fit in with creating a positive and culturally responsive learning environment?
- If teaching fellows are eliminated, who is going to provide the targeted small group instruction?
- Are electives in cohorts?

Goal 3

- ◦ Target of 15% CTE enrollment, is that one of Jon's existing classes?
- Whose responsibility is it to update the website? Can a contract be created for this?
- Action 2
  - How is this different from community service?
  - When will the PL for this be scheduled?

Goal 4

- How are you addressing the lack of engagement in classrooms?
- How are you addressing the lack of caring adults?
- How can Campus Culture help with the positive attendance program?
- Action 1
  - Is this 5 Habits scheduled into our mentoring



- time or is it just free form?
- Are we doing handbooks?

Staff recommendations are to expand the use of technology in classrooms to increase our Summit Personalized Learning pilot and to add an additional teacher to support a balanced master schedule.

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

English Learner services will provide quarterly professional learning to the staff and certificated tutor. Describe Related Professional Learning. This was an effective practice as EL services provided professional learning twice to our core teachers this year.

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. Our parent involvement increased 30% this year due to Parent University participation and bi-weekly progress reports.

### Action 1

**Title:** Comprehensive Literacy Program

[Action Details:](#)

Tioga will implement personalized learning and mentoring for all students, which will increase student ELA proficiency from our current 17% to 30% by the end of the 2018-19 school year.

**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

Monitoring will occur through the use of the Summit Learning Platform to measure individual student progress in the form of Content Areas passed with mastery and Focus Areas passed with a score of 8 or higher out of 10. These are daily checks for understanding and are used to inform weekly data analysis planning meetings.

Interim Assessments 1 and 2 will be used to help determine students on and off track.

One on one student mentoring during a 30 minute advisory period per week with a focus on ELA and math literacy.

PLC collaboration and data analysis.

End of year SBAC analysis.

NWEA MAP test will be administered 3 times during the year to measure student progress based on national norms.

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

ELA curriculum will be delivered to students through the use of the Summit Learning Platform on student tablets which allows for move-at-your-own-pace, personalized learning. Platform allows for the following:

African American and Hispanic sub-group data will be analyzed during bi-weekly PLC meetings with the end result of tier 1 and 2 plans created for each sub-group to support student learning.

Use of the platform allows for real-time data analysis in order to help teachers meet the immediate needs of students. Tier 1 students.

Daily small grouping of students based on data will allow teachers more time to spend with students who are not meeting standards. Tier 2 interventions for specific students.

Social studies content provided through the Summit Learning platform has a strong emphasis on student literacy and reinforces standards being taught in ELA. Tier 1

Weekly mentoring of students will keep parents and students aware of progress and will focus on helping students improve literacy and math. Tier 1

1.0 FTE will be provided to guarantee a balanced master schedule schedule to form Grade Level Teams and increase the effectiveness of PLC work.

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

Parents will be invited to walk through classrooms and see their children working on the platform.

Owner(s):

Content Area Teachers and grade level teams

Summit Learning Director and Administrators.

Summit Learning Mentor

Timeline:

Daily use through platform data on the number of content areas, checkpoints, and focus areas passes.

Bi-weekly content area analysis.

1x weekly through mentoring.

Bi-weekly PLC data analysis.

NWEA MAP test Assessment 1 will take place in August. Assessment 2 will take place in December. Assessment 3 will take place in May.

Specify enhanced services for EL students:

Content on the platform is provided in Spanish as well as English for Spanish speakers and requires constant student collaboration, writing, presentation, and public speaking for EL students.

Describe Professional Learning related to this action:

A series of 11 days of professional learning in 2017-18, followed by a 4 days of whole staff PL during the summer provided by Summit Learning. Two full additional days of PL during Institute Days to start the year and then

WeeklyPlatform letters will go home with students during the first 6 weeks of class providing examples and uses of the platform.

Back to School Night will have students walk parents through the platform in each of their classrooms.

Bi-weekly school messenger Summit updates will go home to parents.

Aparent advisory committee will be established to provide feedback on student progress and the learning system.

School website will be updated with links and videos on how parents can use the platform to have academic conversations with their children.

continued PL on how to best leverage the platform to improve student learning throughout the year provided by our Summit TSA on a bi-weekly basis. Staff PI will be based upon the following:

1. SEL Mentoring with Effectiveness
2. Project Time in Content Area Classrooms
3. Personalized Learning Time in Content Area Classrooms
4. Small group interventions for Focus Areas and Projects
5. The role of a Summit teacher as facilitator.

## Action 2

**Title:** Comprehensive Mathematics Program

### Action Details:

Tioga will implement personalized learning and mentoring for all students, which will increase student math proficiency from our current 8% to 18% by the end of the 2018-19 school year.

**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

Monitoring will occur through the use of the Summit Learning Platform to measure individual student progress in the form of Content Areas passed with mastery and Focus Areas passed with a score of 8 or higher out of 10. These are daily checks for understanding and are used to inform weekly data analysis planning meetings.

Interim Assessments 1 and 2 will be used to help determine students on and off track

One on one student mentoring during a 30 minute advisory period.

PLC collaboration and data analysis.

End of year SBAC assessment

NWEA MAP test will be administered 3 times during the year to measure student progress based on national norms.

#### Owner(s):

Content Area Teachers and grade level teams.

Summit Learning Director and Administrators.

Summit Learning Mentor

#### Timeline:

Daily CFU through platform data on the number of content areas, checkpoints, and focus areas passes.

Weekly One on One mentor monitoring through advisory.

Bi-weekly team monitoring through PLC collaboration and data analysis.

Bi-weekly content area analysis.

NWEA MAP test will be administered 3 times during the year to measure student progress based on national norms. Assessment 1 will take place in August. Assessment 2 will take place in December. Assessment 3 will take place in May.

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

Math curriculum will be delivered to students through the use of the Summit Learning Platform on student tablets which allows for move-at-your-own-pace, personalized learning. The focus of the program is on conceptual math, where students are involved in weekly math projects and standards-based content assessments. Tier 1

#### Specify enhanced services for EL students:

Content on the platform is provided in Spanish as well as English for Spanish speakers and requires constant student collaboration, writing, presentation, and public speaking for EL students.

African American and Hispanic sub-group data will be analyzed during bi-weekly PLC meetings with the end result of tier 1 and 2 plans created for each sub-group to support student learning.

Student data will be pulled through the Summit Learning platform daily in math with struggling students placed into small groups for additional support. Tier 2 supports

All students will also be enrolled in Tioga Solves, a daily 30 minute period where students will use Khan Academy to learn grade level mathematics following our FUSD Scope and Sequence for additional support. Tier 1

Math instructional minutes for all students will increase through math/science blocks each day. Math minutes will be increased to average 75 minutes per day. Tier 1

Students will be pulled into small groups during Personalized Learning Time (PLT) for Tier 2 interventions in math.

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

Parents will be invited to walk through classrooms and see their children working on the platform.

Weekly Platform letters will go home with students during the first 6 weeks of class providing examples and uses of the platform.

Back to School Night will have students walk parents through the platform in each of their classrooms.

Bi-weekly school messenger Summit updates will go home to parents.

A parent advisory committee will be established to provide feedback on student progress and the learning system.

School website will be updated with links and videos on how parents can use the platform to have academic conversations with their children.

#### Describe Professional Learning related to this action:

A series of 11 days of professional learning in 2017-18, followed by a 4 days of whole staff PL during the summer provided by Summit Learning. Two full additional days of PL during Institute Days to start the year and then continued PL on how to best leverage the platform to improve student learning throughout the year provided by our Summit TSA on a bi-weekly basis. Staff PL will be based upon the following:

1. SEL Mentoring with Effectiveness
2. Project Time in Content Area Classrooms
3. Personalized Learning Time in Content Area Classrooms
4. Small group interventions for Focus Areas and Projects
5. The role of a Summit teacher as facilitator.

### Action 3

**Title:** Comprehensive English Learner Program

#### Action Details:

Tioga will implement a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework through the Summit Personalized Learning platform to increase EL re-designation rates to 25% by the end of the 2018-19 academic year.

**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

Content Area Assessments passed in the Summit Learning Platform

Focus Area Assessments passed in the Summit Learning Platform.

ELPAC summative assessment

NWEA assessment and analysis in Fall, Winter, and Spring

End of year SBAC analysis

Owner(s):

Grade Level Team of teachers

Admin Team

Timeline:

Bi-weekly data review with grade level teams.

Weekly one on one mentoring

Once per year LPAC analysis

3x per year NWEA

1x year SBAC

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

EL students will be provided increased literacy support in ELD State standards through targeted small group instruction in ELA, Math, Science, and Social Science classrooms through using the Summit Learning Platform. Using the platform, teachers will identify and create individualized EL plans for each student in order to meet their assessed needs.

Newcomer EL students will be placed into an EL elective focusing on improving English literary skills.

Explain the 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 the EL re-designation process from middle to high school and to discuss the academic progress of their students.

Back to school and Open House nights will have additional meetings provided by Parent University to inform parents of student progress.

Specify enhanced services for EL students:

Program is focused solely on English Learners

Describe Professional Learning related to this action:

Staff PL will be based upon the following to help improve EL students.

1. SEL Mentoring with Effectiveness
2. Supporting EL's during Project Time in Content Area Classrooms
3. Supporting EL's during Personalized Learning Time in Content Area Classrooms
4. Creating Small group interventions for EL students.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplement Contracts for Teachers Attending the Summit Training. **No Travel Expenses Will be Charged to the Site**	17,958.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Nc-Equipment			: Summit Technology Literacy Program- Laptops & Tablets to Fulfill the One to One Technology to Student Ratio.	24,051.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	1.0000		108,950.00
G1A1	Sup & Conc	Instruction	Travel			: Conferences/Training	4,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Summit Technology Literacy Program - Laptops & Tablets to Fulfill the One to One Technology to Student Ratio.	15,804.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for Parent Involvement ** NO FOOD, NO INCENTIVES**	1,254.00

**\$172,017.00**

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

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	94.488	100

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Goal 2 Participation Rate**

100% of Tioga students were engaged in arts, activities, and athletics this yea even though Goal 2 data has that number at 94%. We are going to revisit our process for logging student engagements this Spring.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Goal 2 Participation Rate**

All students and subgroups participated in engagement activities this year.

**Step 2:** 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:

Would it be possible to purchase a slide to have on Fridays?  
 ASB could get a bounce house and water for our Spring Fling. It would be like Octoberfest. Teachers could hand out tickets to get kids involved.

Is the Afterschool program mentioned in Goal 2?  
 What would liability be like for a bounce house? They had bounce houses at Terronez

Tehipite is going to have a spring fling and they have performances and inflatables for kids.

Lets continue CLUBS next year. Clubs are a great way to get all students involved in school. Not all students like sports.

Goal 2 data shared with SSC.

**2** ELAC:

Folded into SSC

**3** Staff:

Goal 2

- When is the meeting for revisiting our process for logging student engagements?
- Action 1
  - Are we keeping the same club format next year?
  - Are we sharing the Campus Culture Calendar with the whole staff?
  - If a staff member wants to plan an event, may I put a process in place for that?
- How are you addressing the lack of engagement in classrooms?
- How are you addressing the lack of caring adults?
- How can Campus Culture help with the positive attendance program?

Make sure we increase afterschool activities and clubs to get all students involved. Make sure our campus culture team continues to do lunch activities and dances after school.

Goal 2 data shared with the staff, including our current participation rate.

### Action 1

**Title:** Comprehensive Goal 2 Plan

Action Details:

Tioga will implement a comprehensive Goal 2 plan focused on student clubs and activities to guarantee 100% of our students are engaged in Goal 2 activities by the end of the 2018-19 academic year.

**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

Weekly student engagement data and monitoring through ATLAS during Goal 2 meetings.

Owner(s):

Goal 2 site team, including classified staff for involvement and support

Timeline:

1x per week data analysis

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

Students will participate in monthly elective activities after school provided by staff members to engage students and to provide opportunities for students and staff members to build positive relationships.

Teachers will mentor students one on one through 0 period advisory each week to encourage student participation and academic success.

Staff members will focus on interacting positively with students and providing a high ratio of positive interactions.

Regular school dances, clubs, intramurals, and various student contests will be calendared throughout the year to engage all students in Goal 2.

Materials/Supplies, including copy/lease/products.

Tioga BSU will conduct weekly meetings to during lunch and after school to provide emotional, academic, and college and career support to our African American students.

Specify enhanced services for EL students:

None additional

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

Calendar of events will be sent home in our Parent Handbook detailing events and times. Parents will be

Describe Professional Learning related to this action:

Activity calendar will be shared with the staff at the beginning of the year, including teacher sign-ups, to support



encouraged to volunteer and attend as many events as possible. Assistant AD will contact interested parents for specific events.

Parents will be trained on using the Summit Learning platform and will meet with student mentors during Back to School night and Open House.

teachers and students.

Training for staff on mentoring students will be provided at the end of 2017-18 and three additional times during 2018-19 to ensure fidelity of the program.

Travel expenses and other affiliated fees & supplemental contracts for teachers.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Discipline and student engagement support	20,000.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			: Copier/Lease	5,000.00

**\$25,000.00**

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

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
CTE Enrollment	0	23
Exposure to Careers - 8th Grade	35.599	42.599

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>CTE Enrollment</b></p> <p>Currently, 21% of Tioga students are enrolled in our CTE technology course.</p> <p><b>Exposure to Careers - 8th Grade</b></p> <p>Not all 8th grade students are engaged in field trips and exposure to careers through our counseling department.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>CTE Enrollment</b></p> <p>Nothing disproportionate</p> <p><b>Exposure to Careers - 8th Grade</b></p> <p>Not all students attend field trips to colleges.</p> <p>Not all students are able to attend CTE events or be enrolled in CTE classes.</p>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <p>Summit can't count as CTE work?</p> <p>Have we thought about career day?</p> <p>Are kids going to have more opportunities to do school tours?</p> <p>Let's make sure we have as many students as possible enrolled in our CTE course.</p> <p>Let's make sure all of our 8th grade students attend a college field trip next year.</p> <p>Data shared with SSC included CTE enrollment for our Technology class and counseling data detailing how many students attend trips through the counseling office.</p>	<p><b>2</b> ELAC:</p> <p>Folded into SSC</p>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• Target of 15% CTE enrollment, is that one of Jon's existing classes?</li> <li>• Whose responsibility is it to update the website? Can a contract be created for this?</li> <li>• Don't we have lots of students already enrolled in CTE courses?</li> <li>• Doesn't our counselor meet with students to talk about careers and college. Let's make sure he meets with all of our students.</li> <li>• Data shared with SSC included CTE enrollment for our Technology class and counseling data detailing how many students attend trips through the counseling office.</li> <li>• We need to make sure our tech teacher (Mr. Graney) has a</li> </ul>
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- full set of classes to make sure we get all students involved.
- Have our counselor make sure all of our 8th grade students attend field trips.

## Action 1

**Title:** Students will Excel in Workplace Success

### Action Details:

Tioga will implement a program to promote competencies for workplace success and exposure to careers by implementing a targeted system that will support 20% or more of our students in CTE enrollment and exposure to careers through our counseling department by the end of the 2018-19 academic year.

**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

Bi-weekly admin meeting analysis on CTE participation.

Mentoring using the Summit Learning platform to analyze goal setting, and college and career readiness

#### Owner(s):

Counselor

Summit Mentor

#### Timeline:

Once every two weeks

Weekly

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

Students will be strategically placed into a CTE certified technology class and will learn how to use a variety of cutting edge programs and 3D printing.

Tioga counseling team will provide all 8th grade students with exposure to careers through teaching in science classrooms.

Weekly mentoring through the Summit Learning platform by assigned one on one mentors will analyze student goal setting, career opportunities, and college choices.

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

Parents will be notified through our Tioga class schedule flyer with went home with 6th and 7th grade students in early March of 2018.

Tioga handbook sent home to parents in Fall will detail the class offering and outcomes.

Tioga website will be updated bi-weekly with class projects.

Parents will walk through the class during Back to School Night in August 2018.

Tioga Open House will feature information for parents on college and careers provided through a special parent training session from our Tioga counseling team.

#### Specify enhanced services for EL students:

30% of our EL population will be targeted for enrollment and opportunities to work collaboratively with peers on technology projects.

#### Describe Professional Learning related to this action:

No professional learning is necessary.

## Action 2

**Title:** Students will be engaged in Meaningful Work

### Action Details:

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Tioga will implement a school-based jobs program to increase school connectedness and teach real-world job skills to over 42% of our students by the end of the 2018-19 academic year.

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

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

Student office referrals and negative behaviors through ATLAS logs

Counseling BETA tool analysis

Chronic Attendance through ATLAS

ADA through ATLAS

Student surveys through the Summit Learning platform and district surveys.

#### Owner(s):

School climate and culture psychologist

School counselor

Admin team

Summit mentors

#### Timeline:

Bi-weekly throughout the year.

Weekly admin meetings.

Weekly mentoring

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

Tioga is partnering with OK Produce in Fresno to have weekly Farmer's Markets on campus run by students. Additional jobs will consist of peer mediators, Summit onboarding, campus student involvement leaders, office assistants, and other jobs based on student interest. Tier 2 intervention.

Copier lease will help provide downloadable curriculum support to teachers.

Classified staff will help provide student to student behavior, academics, and meaningful work.

#### Specify enhanced services for EL students:

None

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

Parent notification letters will be sent home to parents about their students and their respective jobs. Parents will be encouraged to talk with their child about their work at school. Recognition for students will occur monthly with parents invited on campus to see their students at work and even work alongside them.

Monthly newsletter will update parents on student jobs, highlighting student success.

#### Describe Professional Learning related to this action:

PL will be conducted with the whole-staff to educate them in the purpose and goal of the Meaningful Work program during one day in August 2018.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Teacher-Subs			Subs	3,515.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Suppiles	2,427.00
G3A2	LCFF: EL	Instruction	Mat & Supp			: Student Incentives	16,429.00
G3A2	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	15,575.00

**\$37,946.00**

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

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	21.406	19.406
Suspensions Per 100	19.06	18.06

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Chronic Absenteeism</b></p> <p>Lack of engagement in classrooms.                  Lack of a caring adult on campus to meet with/mentor students.                  Parents not understanding the implications of missed days of school on student achievement.                  Lack of a positive attendance program.</p> <p><b>Suspensions Per 100</b></p> <p>Our current rate of suspensions per 100 students at 19, is related to a lack of a strong socio-emotional connection with staff members in order to help mentor students and students not knowing how to effectively handle conflict and manage anger.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Chronic Absenteeism</b></p> <p>White, Hispanic, and African American students continue to have the highest chronic absentee rates. Lack of student engagement and lack of an adult who cares contribute to this high rate of absenteeism.</p> <p><b>Suspensions Per 100</b></p> <p>All subgroups "declined significantly" from the year prior save for Asian students, who were already low. African American students and students with disabilities remained higher than other subgroups. Both African American students and students with disabilities were suspended more often due to fighting and inappropriate physical contact with other students.</p>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <p>Our suspensions are increased due to a different population of students. We only have one female student who is habitually out of class.</p> <p>We should try to think of other things to do besides suspension. We could give warnings. We could do detention.</p> <p>Community service is better than being suspended and you actually help clean the school.</p>	<p><b>2</b> ELAC:</p> <p>Folded into SSC</p>	<p><b>3</b> Staff:</p> <p>How do we get our SESS more involved in getting students to school? Let's have him create a plan to increase student attendance.</p> <p>Will Grade Level Teams help increase student attendance?</p> <p>What things can we do besides suspend kids for repeated bad behavior?</p> <p>Will mentoring really decrease suspensions?</p>
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Student suspension data, misbehavior data shared with SSC regarding student behavior.  
Weekly attendance and SARB data shared with SSC.

How does Summit increase student attendance?  
Make sure we get information on alternatives to suspension. What do those look like?  
How do we get students extra socio-emotional help?  
Have our SESS work closely with students and families to encourage increased attendance.  
Use the Summit platform to give students opportunities to personalize the learning. This will increase student engagement and attendance.

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

Actions funded by Title 1 last year include: 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. These actions led to a significant decrease in the numbers of students suspended from school, and a slight increase in daily attendance rates.

**Action 1**

**Title:** Students on target to graduate

**Action Details:**

Tioga will continue our comprehensive plan to decrease student suspensions and absenteeism through engaging lessons, student mentoring, and teaching SEL skills through 0 period advisory to decrease our suspension rate to 18% and decrease our chronic absenteeism rate to 19% by the end of the 2018-19 school year.

**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**

- ATLAS suspension reports
- ATLAS misbehavior log entries
- ATLAS chronic attendance
- ATLAS Average Daily Attendance
- Summit Learning Platform data from one on one mentors

**Owner(s):**

- Admin team
- Summit mentors

**Timeline:**

- Weekly admin meetings
- Weekly one on one check-ins with student mentors.



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

Students will be taught the 5 habits of success through mentoring in 0 Period each day: seeking challenges, persistence, shifting-strategy, seeking help, and responding to setback. Tier 1

Tioga will continue our FAST PASS reward system by encouraging and providing students who maintain good grades, attendance and behavior, additional opportunities for engagement and incentives during lunch, after school, and in the morning. Tier 1

Tioga admin team will work with DPI on finding alternatives to suspension to help keep students in class. Tier 3

Tioga SESS and school climate team will work together to create a structured system of rewards and incentives for increased student attendance. Tier 1

Hoover Region secondary schools will participate in monthly PBIS goals and will compete with each other to have increased attendance and a decrease in office referrals. Tier 1

Tioga has partnered with the Fresno County Office of Health Services to provide weekly socio-emotional support to struggling students. Tier 2

Additional .125 for our Transition teacher prep will help support alternatives to out of school suspension and look to create an restorative environment.

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

Parents will have bi-weekly School Messenger reminders about student behavior, grades, and attendance.

Our Tioga student handbook will detail school-wide procedures to support student success.

Back to School Night and Open House will provide opportunities for parents to walk classrooms, meet with teachers and admin, and learn how to support student learning at home.

Parent University will provide weekly workshops during 4 months of the year to support parent involvement.

Parents will be invited to attend our Summit Parent night and will learn about the 5 habits of success.

Specify enhanced services for EL students:

Nothing additional

Describe Professional Learning related to this action:

Teachers will receive professional learning on our mentoring curriculum once at the start of the year detailing how to support the 5 habits of success and twice more during semesters one and two. Bi-weekly PLC meetings will focus on implementing strategies to help improve student SEL skills.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Steve Lebda - buying prep period	11,622.00

**\$11,622.00**

# 2018-2019 Budget for SPSA/School Site Council

## State/Federal Dept 0455 Tioga Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplement Contracts for Teachers Attending the Summit Training. **No Travel Expenses Will be Charged to the Site**	17,958.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Nc-Equipment			: Summit Technology Literacy Program- Laptops & Tablets to Fulfill the One to One Technology to Student Ratio.	24,051.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	1.0000		108,950.00
G1A1	Sup & Conc	Instruction	Travel			: Conferences/Training	4,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Summit Technology Literacy Program - Laptops & Tablets to Fulfill the One to One Technology to Student Ratio.	15,804.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for Parent Involvement ** NO FOOD, NO INCENTIVES**	1,254.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Discipline and student engagement support	20,000.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			: Copier/Lease	5,000.00
G3A2	Sup & Conc	Instruction	Teacher-Subs			Subs	3,515.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	2,427.00
G3A2	LCFF: EL	Instruction	Mat & Supp			: Student Incentives	16,429.00
G3A2	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	15,575.00
G4A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Steve Lebda - buying prep period	11,622.00
<b>Total</b>							<b>\$246,585.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,263.00
Sup & Conc	7090	\$171,318.00
LCFF: EL	7091	\$32,004.00
<b>Grand Total</b>		<b>\$246,585.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$172,017.00	
G2 - All students will engage in arts, activities, and athletics	\$25,000.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$37,946.00	
G4 - All students will stay in school on target to graduate	\$11,622.00	
<b>Grand Total</b>		<b>\$246,585.00</b>