

Tioga Middle School

10621666061196

Principal's Name: Kevin Evangelinos

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Tioga Middle School

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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.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	12/17	7.22 %
<input type="checkbox"/>	Middle	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	12/17	92.78 %
<input checked="" type="checkbox"/>	Middle	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	12/17	16.57 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	10/16	36.23 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	High School Readiness	1- EIS Red Zone Rate	6643	Number and percentage of K-12th grade students meeting all 3 EIS Red Zone (or higher) criteria	15/17	6.77 %
		CORE High School	5- High School				



Middle

Readiness

Readiness Rate

[2524](#)

CORE Waiver: High School Readiness

10/17

39 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	14/17	19.4 %
<input type="checkbox"/>	Middle	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	13/17	92.06 %
<input type="checkbox"/>	Middle	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	12/17	27.52 %
<input type="checkbox"/>	Middle	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	11/17	48 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	13/17	2.55 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<i>Detail the action:</i> Tioga Middle School will improve the number and percentage of students scoring standard met or standard exceeded on the math SBAC		
<i>SQII Element:</i> Math (SBAC)	<i>SQII Sub-element(s):</i> 6169 Standard Met/Exceeded	<i>Site Growth Target:</i> 5% growth from 7% EOY 14-15 to 12% EOY 15-16	<i>Vendor (contracted services)</i> Empower Software systems, Edgenuity, Math 180.
<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>Ongoing</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By the end of 2016-17, the percentage of students scoring standard met or standard exceeded on the math SBAC will increase from 7%, Index level 1, to 12%, Index level 4.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ol style="list-style-type: none"> 1. Tioga generated and SBAC aligned pre and post assessments given to students at the end of their 6th and 7th and 8th grade years. 2. Daily formative assessments. Teachers will provide immediate feedback and formative assessment to students on classroom tasks. 3. IPL teacher generated common assessments by department. 4. Illuminate Interim Assessments to gauge student grade level growth. 5. Regular site generated Illuminate summative assessments aligned to CCSS. 6. Learning Management System (LMS) tracking of real time student data towards mastery of 21st century skills and content aligned to FUSD Scope and Sequence. 	<i>Owners below are tied to their numerical equivalent under progress monitoring:</i> <ol style="list-style-type: none"> 1. Principal, site ILT Math team 2. Math team 3. GLA, math team 4. GLA, math team 	<i>Timelines below are tied to their numerical equivalent under progress monitoring:</i> <ol style="list-style-type: none"> 1. End of 2015-16 and 2016-17 school years 2. Daily 3. Weekly through the year 4. Twice per year 	

<ol style="list-style-type: none"> 7. SPED student progress through the Rethink measurement system. 8. IEP goals and objectives met during the year. 9. SBAC end of year results for 2016-17. 10. SQII Indicator 6169 	<ol style="list-style-type: none"> 5. <i>Math team, GLA, principal</i> 6. <i>Math team, principal, GLA</i> 7. <i>Vice Principal, SPED case manager</i> 8. <i>Vice Principal, SPED case manager</i> 9. <i>Principal</i> 10. <i>Principal</i> 	<ol style="list-style-type: none"> 5. <i>Weekly through the year</i> 6. <i>Daily</i> 7. <i>End of each teaching week on Fridays</i> 8. <i>Ongoing through the year.</i> 9. <i>End of 2016-17</i> 10. <i>End of 2016-17</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ol style="list-style-type: none"> 1. Parent education classes will be provided by Parent University. 2. Back to School Night describing the Competency Learning process and student monitoring 3. Translating services will be provided as needed. 4. Weekly student progress reports will be sent home with parents to keep them informed of their students' progress. 5. Open House showcase at the start of Q4 to display student progress and learning. 		
<p><i>Describe related professional learning:</i></p> <p>Teacher professional learning on-site will consist of a series of online and face to face courses designed around mathematics instruction and student learning one time per month for 9 months throughout the year.</p> <p>All mathematics teachers will have 3 days of learning around the use of the Empower Educational Software. 1 day will take place in the Summer, 1 day will take place during Q1 and the final training will take place during Q3.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ol style="list-style-type: none"> 1. Students will have access to technology which will enable them to 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. 		

2. Students will meet with PLUS teachers one hour per day every other week to either accelerate or remediate their learning in math. During non-flex weeks, PLUS teachers will spend one full day in each math classroom co-teaching, pulling students for academic support, teaching mini-lessons, demonstrating mastery lessons, and collecting and analyzing data to support student learning. Students will also have 45 minutes per day after school in our Tioga Math Labs for extra support.
3. At the start of 2016-17, students will take a comprehensive mathematics assessment. Student learning plans will be individualized with attention paid to instructional gaps woven into grade level and common core aligned tasks through the Empower student platform. Students not meeting a Progressing, Proficient or Mastery level of coursework at the end of reporting periods one through three will be enrolled into 7th period. Students will have access to their regular curriculum and the support of both a regular content teacher and Teaching Fellow Tutor. Students will attend 7th period until they have remediated their previous deficiencies to a minimum level of progressing, or letter grade equivalent of C or higher.
4. Tioga will offer an intersession program for students failing to achieve Progressing, Proficient or Mastery learning levels at the end of 2nd and 3rd quarter reporting periods. Students will be enrolled with regular content area teachers and have access to their regular curriculum. At the end of Q4, students failing content area classes will be enrolled into a summer session to remediate the standards they failed during the quarter.
5. Tioga will employ a Competency Learning Specialist to work teachers in developing rigorous lessons based on CCSS through the Empower Learning Management System. The Competency Learning Specialist will also provide professional learning to the staff to increase their knowledge of CCSS and Competency Based Learning.
6. Students with instructional gaps of two or more years will have access to math intervention software to make up deficiencies. Students will be able to access this content through our 7th period math labs, FLEX time, Intersession, and Summer School sessions.

Specify additional targeted actions for EL students:

1. Special Needs and English Learners will have individualized education plans created for them in the Empower Student system according to their assessed need. Tasks and student learning will be directly tied to IEP goals and objectives for special needs students. EL students will have California English Learner standards woven into lesson design by their mathematics content area teachers. EL students will also be enrolled into our 7th period enrichment class, focusing on student proficiency. Teachers will create and individually assign CCSS designed tasks and assessments to measure student progress and proficiency. Tioga Middle School will employ specialized teachers to modify curriculum for special needs students and English Learners in the classroom.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Salaries	46,496
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				RG 3/21: per Principal, for afterschool tutoring for English and Math.	16,273
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Supplies & Materials/Non Capitalized Equipmanet	20,000
Total									\$82,769

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 2	<i>Detail the action:</i> Tioga Middle School will implement a comprehensive program to redesignate English Learner students.					
<i>SQII Element:</i> EL Redesignation		<i>SQII Sub-element(s)</i> 1. English Proficiency Growth. 6017		<i>Site Growth Target:</i> 5% growth from 36% EOY 2014-15 to 41% EOY 2016-17		<i>Vendor (contracted services)</i> Edgenuity
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> By June of 2017, the number and percentage of English Learner students who demonstrate expected growth on the most recent academic and language assessments will increase from 36% to 41%						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> 1. CELDT 2. Disaggregated BAS/DRP by EL subgroup 3. Disaggregated Interim Assessment by EL subgroup 4. District and School Common Assessments				<i>Owner(s)</i> 1. GLA 2. GLA 3. GLA 4. Teachers		<i>Timeline</i> 1. Once per year 2. Twice yearly 3. Twice yearly 4. Monthly 5. Weekly through the year

<p>5. Grades 6. EL Goal Setting Report 7. Classroom Walkthroughs and Feedback 8. SQII Indicator 6017</p>	<p>5. Academic Counselor 6. GLA 7. Tioga Administrators 8. Principal</p>	<p>6. Once per quarter 7. Weekly through the year 8. End of year 2016-17</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ol style="list-style-type: none"> 1. Teachers will review the EL Goal Setting Report, CELDT, and academic assessment results and share with parents on steps taken towards English proficiency. 2. Parent Education classes through Parent University on EL Re-designation. 3. Translation services provided as needed. 		
<p><i>Describe related professional learning:</i></p> <ol style="list-style-type: none"> 1. One day of PL will be provided by English Learner Services designed around Meeting the Unique Needs of Long Term English Language Learners. 2. Quarterly PL from English Language Learner Services to English Teachers on deconstructing EL standards, instructional strategies and alignment with the Scope and Sequence. 3. Goal Setting Report will be provided to English Teachers by site Guidance Learning Administrator. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ol style="list-style-type: none"> 1. Tioga Middle School English Learners will be enrolled into a 7th period class through the After School Program using ELA intervention software and targeted classroom instruction. The program will focus on reading, writing, speaking, and listening skills aligned to Common Core English Learner standards. 2. Curriculum will be modified for students in English classrooms with the intent to accelerate academic growth and reach redesignation status. 3. Targeted CELDT chats with EL students by 7th period teachers. 4. 7th period teachers will provide monthly monitoring and intervention strategies for student success towards re-designation. 5. Teachers will review the EL Goal Setting Report, CELDT, and academic assessment results with students, set goals with them, and monitor their progress. 		
<p><i>Specify additional targeted actions for EL students:</i> See targeted actions above</p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Salaries	23,248
2	1	EL	Parent Participation	Classified Support-Extra Time				Per Principal	998
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Consult/Services	6,000
2	1	EL	Instruction	Non Capitalized Equipment				Non Capitalized Equipment/Supplies and Materials	3,000
Total									\$33,246

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	Detail the action: Tioga will implement a comprehensive program to increase student engagement.		
SQII Element: Student Engagement	SQII Sub-element(s): 1-Opportunity Index ID 5946	Site Growth Target: 10% increase from 2% EOY 2014-15 to 12% EOY 2016-17.	Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By June of 2017, the number and percentage of Goal 2 (Student Engagement) opportunities offered to students will increase from 2% to 82%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s)	Timeline
1. Engagement (Goal 2) Data 2. SQII Indicator 5946 3. Responses to the School Culture and Climate Parent and Student Surveys in the Spring of 2017.		1. Campus Culture Director 2. Principal 3. Principal	1. Monthly 2. Weekly Monitoring 3. Once per year in Spring

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

1. Parents will be informed about opportunities for arts, athletics, and extracurricular activities through our student handback and Back to School Night.
2. Parents will be informed about opportunities for arts, extracurricular activities, and athletics.
3. The 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.

Describe related professional learning:

1. One day of professional learning will take place 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):

1. Tioga Middle School will have bi-weekly CLUB meetings. Teachers will have a club designed around student and teacher interest. All students will be enrolled into a club of their choice.
2. Intramural sports will be organized by our Campus Culture and WEB Director. These will be offered daily during lunch, along with a variety of games and activities.
3. Assemblies, presentations, and field trips to help foster student participation and belonging.
4. 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.

Specify additional targeted actions for EL students: None

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation	4,000
3	1	Title 1 Basic	Parent Participation	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	1,102
3	1	EL	Instruction	Materials & Supplies				Materials & supplies for EL Students	5,000
3	1	Sup & Conc	Instruction	Materials & Supplies				Materials & supplies	31,000
3	1	Title 1 Basic	Instruction	Materials & Supplies				Materials & supplies	21,941
Total									\$63,043

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	<i>Detail the action: Tioga Middle School will implement a comprehensive program to increase the High School Readiness Rate.</i>		
<i>SQII Element: CORE High School Readiness</i>	<i>SQII Sub-element(s): High School Readiness Rate ID 2524. EIIS Red Zone Rate ID 6339</i>	<i>Site Growth Target: 5% growth from EOY 2014-15 from 27% to 32% EOY 2016-17 for ID 6339. 5% growth from 39% EOY 2014-15 to 44% EOY</i>	<i>Vendor (contracted services)</i>

		2016-17 for ID 2524.	
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point:</i> By the end of 2016-17, the percentage of students meeting the requirements for CORE Waiver High School Readiness will increase from 39% to 44%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> 1. Student suspensions in ATLAS 2. Daily attendance in ATLAS 3. Chronic attendance rates in ATLAS 4. Negative Student log entries in ATLAS 5. Students grades and “on pace” work. 6. Bi-weekly progress reports 7. Quarterly grades 8. SQII indicators 6339 and 2524. 9. High School Readiness Report Card 		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> 1. VP 2. SESS, Principal 3. SESS, Principal 4. VP, Principal 5. Academic counselor, Principal, Teachers 6. Academic counselor 7. Academic counselor 8. Principal 9. VP 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> 1. Weekly updates 2. Daily attendance monitoring 3. Weekly attendance monitoring 4. Weekly monitoring 5. Weekly reports 6. Bi-weekly 7. Quarterly 8. Monthly 9. Monthly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ol style="list-style-type: none"> 1. Parent education classes will be provided by Parent University. 2. Back to School Night describing the Competency Learning process and student monitoring. 3. Translating services will be provided as needed. 4. Weekly student progress reports will be sent home with parents to keep them informed of their students’ progress. 5. Open House to showcase student progress throughout the year. 			
<p><i>Describe related professional learning:</i></p> <p>Professional Learning designed around building effective classroom interventions and relationships with students will take place through our Tioga Safe and Civil Team approximately one time per month for a total of 9 meetings in 2016-17.</p>			

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Interventions to increase student positive behavior, attendance and lower suspensions and D's and F's.

1. Genius Hour of personalized learning. On Fridays, students will be allowed to use time in class for Genius Hour to explore a topic of their own choosing aligned to the standard they are working on in class. This provides students with motivation and a choice in what they are learning during the school day. Students completing Genius Hour projects will have them showcased to the rest of the class and earn the opportunity for true mastery of a topic.
2. Extended lunch. Students on pace and who are demonstrating proficiency towards 21st century soft skills will have an extended lunch each Friday as a reward for their academic and behavioral success.
3. Socio-emotional assistant position to work with students needing immediate counseling, support, and intervention. This person will help reduce student suspensions through mediation and intervention, while increasing student academic performance by keeping students in school and class.
4. 21st Century Soft Skills. Conflict resolution, time management, grit, positive mind-set, building positive relationships, respecting differences, and other "soft" skills are necessary for students to be college and career ready. These skills will be taught and evaluated in content and PLUS teacher classrooms. Teachers will evaluate students using a common rubric and will be shared with students and parents to provide real time measurement of their progress on developing these skills.
5. High School Readiness Report Card. Tioga middle school will provide targeted students with a bi-weekly high school readiness report card. This report card will cover the following key indicators: California Attendance Rate Goal, Student California Attendance % to Date, Total Absences, Current Attendance Grade, Current 21st Century Skills Grade, DRP goal, DRP Score, and Current Student Progress in Content Areas.
6. Awards and incentives to encourage attendance and positive behavior.
7. Bi-weekly attendance meetings with parents and students.
8. Weekly Tier 2 and 3 conferences with administrators and counselors to determine strategies for student academic and behavioral success.
9. Tioga VIP Card. Students demonstrating on pace proficiency in content classes, attendance of 95% or higher, and proficiency towards 21st Century soft skills according to our High School Readiness Report Card, will earn a quarterly Tioga VIP Card. This card will unlock a number of positive rewards and incentives for students.

10. Intersession program for students failing to achieve Progressing, Proficient or Mastery learning levels at the end of 2nd and 3rd quarter reporting periods. Students will be enrolled with regular content area teachers and have access to their regular curriculum. At the end of Q4, students failing content area classes will be enrolled into a summer session to remediate the standards they failed during the quarter.

11. 7th period. Students struggling academically will be enrolled into 7th period with regular content area teachers to get back “on pace” and meet proficiency standards.

Specify additional targeted actions for EL students: None

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Parent Participation	Materials & Supplies				materials & Supplies / Parent Participation	1,000
4	1	EL	Parent Participation	Materials & Supplies				Supplies & Materials / Parent Participation	1,282
4	2	Sup & Conc	School Administration	Local Mileage				Local Mileage	687
Total									\$2,969

Domain	<input checked="" type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 5	<i>Detail the action:</i> Tioga Middle School will improve the number and percentage of students scoring standard met or standard exceeded on the ELA SBAC					
<i>SQII Element: ELA (SBAC)</i>	<i>SQII Sub-element(s): 2-Standard Met/Exceeded 5926</i>		<i>Site Growth Target: 5% growth from 16% EOY 14-15 to 21% EOY 15-16</i>		<i>Vendor (contracted services) Empower Learning, Edgenuity</i>	
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> By the end of 2016-17, the percentage of students scoring standard met or standard exceeded on the ELA SBAC will increase from 16% to 21%.						

	<i>Owner(s)</i>	<i>Timeline</i>
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> 1. Tioga generated and SBAC aligned pre and post assessments given to students at the end of their 6th and 7th and 8th grade years. 2. Daily formative assessments. Teachers will provide immediate feedback and formative assessment to students on classroom tasks. 3. IPL teacher generated common assessments by department. 4. Illuminate Interim Assessments to gauge student grade level growth. 5. Regular site generated Illuminate summative assessments aligned to CCSS. 6. Learning Management System (LMS) tracking of real time student data towards mastery of 21st century skills and content aligned to FUSD Scope and Sequence. 7. SPED student progress through the Rethink measurement system. 8. IEP goals and objectives met during the year. 9. SBAC end of year results for 2016-17. 10. SQII Indicator 5926 	<ol style="list-style-type: none"> 1. Principal, site ILT, Math team 2. ELA team 3. Principal, ELA team 4. Principal, ELA team 5. ELA team, principal 6. ELA team, principal, 7. Vice Principal, SPED case manager 8. Vice Principal, SPED case manager 9. Principal 10. Principal 	<ol style="list-style-type: none"> 1. End of 2015-16 and 2016-17 school years 2. Daily 3. Weekly through the year 4. Twice per year 5. Weekly through the year 6. Daily 7. End of each teaching week on Fridays 8. Ongoing through the year. 9. End of 2016-17 10. End of 2016-17
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ol style="list-style-type: none"> 1. Parent education classes will be provided by Parent University. 2. Back to School Night describing the Competency Learning process and student monitoring 3. Translating services will be provided as needed. 4. Weekly student progress reports will be sent home with parents to keep them informed of their students' progress. 5. Open House showcase at the start of Q4 to display student progress and learning. 		
<p><i>Describe related professional learning:</i> Teacher professional learning on-site will consist of a series of online and face to face courses designed around English instruction and student learning one time per month for 9 months throughout the year.</p>		

All English teachers will have 3 days of learning around the use of the Empower Educational Software. 1 day will take place in the Summer, 1 day will take place during Q1 and the final training will take place during Q3.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

1. 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.
2. Students will meet with PLUS teachers one hour per day every other week to either accelerate or remediate their learning in English. During non-flex weeks, PLUS teachers will spend one full day in each ELA classroom co-teaching, pulling students for academic support, teaching mini-lessons, demonstrating mastery lessons, and collecting and analyzing data to support student learning. Students will also have 45 minutes per day after school in our Tioga English Labs for extra support.
3. At the start of 2016-17, students will take a comprehensive English assessment. Student learning plans will be individualized with attention paid to instructional gaps woven into grade level and common core aligned tasks through the Empower student platform. Students not meeting a Progressing, Proficient or Mastery level of coursework at the end of reporting periods one through three will be enrolled into 7th period. Students will have access to their regular curriculum and the support of both a regular content teacher and Teaching Fellow Tutor. Students will attend 7th period until they have remediated their previous deficiencies to a minimum level of progressing, or letter grade equivalent of C or higher.
4. Tioga will offer an intersession program for students failing to achieve Progressing, Proficient or Mastery learning levels at the end of 2nd and 3rd quarter reporting periods. Students will be enrolled with regular content area teachers and have access to their regular curriculum. At the end of Q4, students failing content area classes will be enrolled into a Summer Session to remediate the standards they failed during the quarter.
5. Tioga will employ a Competency Learning Specialist to work teachers in developing rigorous lessons based on CCSS through the Empower Learning Management System. The Competency Learning Specialist will also provide professional learning to the staff to increase their knowledge of CCSS and Competency Based Learning.
6. Students with instructional gaps of two or more years will have access to English intervention software to make up deficiencies. Students will be able to access this content through our 7th period math labs, FLEX time, Intersession, and Summer School sessions.

Specify additional targeted actions for EL students:

1. Special Needs and English Learners will have individualized education plans created for them in the Empower Student system according to their assessed need. EL students will have California English Learner standards woven into lesson design. EL students will also be enrolled into our 7th period enrichment class, focusing on student proficiency. Teachers will create and individually assign CCSS designed tasks and assessments to measure student progress and proficiency. Tioga Middle School will employ specialized teachers to modify curriculum for special needs students and English Learners in the classroom.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute Salaries	1,714
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				RG 3/21: Per Principal's request, For Cohorts or professional development.	1,430
5	1	Sup & Conc	Instruction	Travel				Conference/Workshop/training	7,000
								Total	\$10,144

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Tioga - 0455

ON-SITE ALLOCATION

3010	Title I	\$40,746 *
7090	LCFF Supplemental & Concentration	\$117,897
7091	LCFF for English Learners	\$33,528
		\$192,171
TOTAL 2016/17 ON-SITE ALLOCATION		\$192,171

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,102
Remaining Title I funds are at the discretion of the School Site Council	\$39,644
Total Title I Allocation	\$40,746

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 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			RG 3/21: per Principal, for afterschool tutoring for English and Math.	16,273.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Salaries	46,496.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Supplies & Materials/Non Capitalized Equipmanet	20,000.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Consult/Services	6,000.00
2	1	EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries	23,248.00
2	1	EL	Instruction	Nc-Equipment			Non Capitalized Equipment/ Supplies and Materials	3,000.00
2	1	EL	Parent Participation	Cls Sup-Ext			Per Principal	998.00
3	1	Title 1 Basic	Instruction	Mat & Supp			Materials & supplies	21,941.00
3	1	Title 1 Basic	Parent Participation	Mat & Supp			: Mat/Supplies-no Food/no Incentive/no Certificate	1,102.00
3	1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies	31,000.00
3	3	Sup & Conc	Instruction	Direct Trans			Transportation	4,000.00
3	1	EL	Instruction	Mat & Supp			Materials & supplies for EL Students	5,000.00
4	1	Sup & Conc	Parent Participation	Mat & Supp			materials & Supplies / Parent Participation	1,000.00
4	2	Sup & Conc	School Administration	Local Mileag			Local Mileage	687.00
4	1	EL	Parent Participation	Mat & Supp			Supplies & Materials / Parent Participation	1,282.00
5	1	Title 1 Basic	Instruction	Teacher-Subs			RG 3/21: Per Principal's request, For Cohorts or professional development.	1,430.00
5	1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries	1,714.00
5	1	Sup & Conc	Instruction	Travel			Conference/Workshop/training	7,000.00

\$192,171.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,746.00
Sup & Conc	7090	\$117,897.00
EL	7091	\$33,528.00
Grand Total		\$192,171.00

Domain Totals	Budget Totals
Academic	\$187,484.00
Culture & Climate	\$4,000.00
Social/Emotional	\$687.00
Grand Total	\$192,171.00

E.1. Assurances

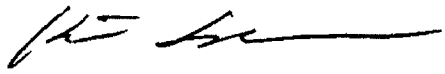
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. 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. Angel Beeson					X
4. Alysah Diaz					X
5. Alfredo Gutierrez		X			
6. Anita Hatch		X			
7. Donna Hoffman		X			
8. Augustina Rivas				X	
9. Rosa Saavedre				X	
10. Guadalupe Medina				X	
11. Sulvia Torres			X		
12. Glen Phason					X
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E 3 Required Signatures

School Name: Tioga Middle School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Kevin Evangelinos		4/1/2016
SSC Chairperson	Ann Sin	<i>Ann Sin</i>	4/1/2016

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