THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MANN MIDDLE SCHOOL SCHOOL

2017-18

37-68338-6059646
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: Teng, Allen
Contact Person: Teng, Allen
Position: Principal
Telephone Number: 619-582-8990
Address: 4345 54th St, Mann Middle School, San Diego, CA, 92115-5336,
E-mail Address: ateng@sandi.net

The following items are included:
- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- ☒ Home/School Compact

Board Approval: *June 27, 2017*

San Diego Unified
SCHOOL DISTRICT

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2017-2018 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Mann Middle School

DUE March 17, 2017

SITE CONTACT PERSON: Allen Teng

PHONE: 619-709-6996   **FAX:**   **E-MAIL ADDRESS:** ateng@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☒ **Title 1 Schoolwide Programs (SWP)**

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☒ English Learner Advisory Committee (ELAC)	Date of presentation:	12/15/2017
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:	_____
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation:	_____
☒ Site Governance Team (SGT)	Date of presentation:	1/30/2017
☐ Other (list): _____	Date of presentation:	_____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: 2/3/17

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.
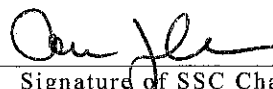
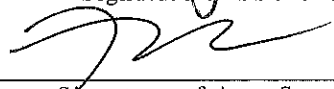| Allen Teng		3/16/2017
Type/Print Name of School Principal	Signature of School Principal	Date
Coreen Jacobson		3/16/2017
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Dr. Fabiola Bagula		3/23/17
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3209**

Revised 03.06.17 mdj2

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Horace Mann Middle School strives to be a structured, cohesive school where everybody works together toward building teamwork, growth, and equity. Among students, we value the 5 Rs which include readiness, respect, responsibility, resilience, and resolve. Among staff, we value the 3 Rs of relationships, rigor, and relevance.

Relationships: How do we create the conditions for trust, empathy, and equity?

Rigor: How do we hold students and ourselves accountable for students' learning and choices?

Relevance: How do we create the conditions for students to care?

In 2017-2018 school year, we look to continue the growth we have already made in developing cohesiveness and structure around our instructional programs as well our socio-behavioral support programs. In 2016-2017, there was an emphasis on building our multi-tiered system of supports with the allocation of funding toward 1.6 FTE intervention teachers in English Language Arts and Mathematics. In addition, we prioritized adding a campus security assistant and adding resources in mental health related services, a dropout prevention counselor, and better utilizing our Americorp PASS Mentors. We invested in a range of educational software from I-Ready to Gizmos and ST Math which were designed to help our students better access.

We have challenges in getting our new arrival students immersed in language and providing them access to grade level content. With 94% of our students with free and reduced lunch, we need to provide extensive counseling and support services to help nurture their development during this critical middle school period of their lives. Only 22% of our incoming 6th graders proficient in mathematics and 38% of proficient in ELA on the CAASPP; our I-Ready assessment data places nearly three quarters of our students below grade level in reading and math. We would like to provide intensive support during 6th grade and gradually lessen the number of support sections by 7th and 8th grade. We are focusing on professional development toward formative assessment and utilizing the data gathered to modify instruction.

With the budget cuts in the coming year, we will need to invest in our intervention program in order to continue our Tier II support. We are utilizing Title I funds to pay for the intervention assignments in multiple positions. We are also continuing and expanding our resources with campus security assistants. Our dropout prevention counselor will be lost and to help offset, we have funded an additional CSA. We are looking to drop our suspension rate by increasing the other types of restorative supports and practices we have available. We are looking to personally fund our PASS Mentors when in previous years they were funded by the district. We want to expand our afterschool tutoring program by targeting families with students with struggling grades and will look to increase tutoring services offered afterschool through an increase in allocation in teacher hourly.

Mann Middle School is located at 54th Street and Trojan Avenue in City Heights. We are one of the most diverse schools in San Diego County, and the variety of languages and cultures represented on our campus is a strength in a globalized, multicultural society where technology has shrunk barriers to communication and collaboration. At Mann, we are aligned to SDUSD's Vision 2020 to build strong neighborhood schools that ensure a quality education for all students. We follow the district's mission that "students will graduate with the skills, motivation, curiosity and resilience to

succeed in their choice of college and career in order to lead and participate in the society of tomorrow." In teaching, we value relationships, rigor and relevance. We aim to provide an education that will prepare students for 21st-century college and careers aligned to our state-adopted Common Core State Standards. We focus on high quality, research-based instruction tailored to maximizing the depth and complexity of thinking in all of our students while supporting individual needs.

For our school's character and climate, we focus on resilience, resolve, respect, readiness, and responsibility. We know that middle school is unique and complex time for maturation and growth in the social and emotional development and we proactively teach and support students to help develop strong habits of mind, a growth mindset and character to persevere through challenges. We strive to prepare students with the flexible academic and social skills they will need to be successful at Crawford High School, college, and beyond.

SCHOOL VISION AND REALITY

For the 2016-2017 school year, toward our mission of being more structured and cohesive, we have develop a multi-tiered support system with a special focus on the pathways and differentiation that we offer our English learners and students with IEPs. The special need populations of English learners and students with IEPs have routinely performed lower than other students at Mann. With approximately 105 students with IEPs and 42% of students being designated as English learners, a more systemic curricular course and better assessment and monitoring of the needs of these populations will help us differentiate instruction and develop supports.

Our school will continue to be a one-to-one with laptops beginning in the coming school year and we would like to utilize software to help personalize learning based on student needs. In addition, we are realigning our 6th grade schedule to be able to differentiate based on needs and hope to add resource teachers that can provide English and Math intervention at the 7th and 8th grade levels. We will continue to dedicate funding toward research-based software towards this end. With the 2016-2017 budget, the Single Plan for Student Achievement will focus on dedicating resources toward improving achievement in identified priority areas. We also look to diversify our Positive Behavioral Incentives and Supports program and provide more resources to support proactive counseling and targeting behavioral and mental health needs. In the past, the school was able to offer a more diversified array of elective options including foreign languages. We hope to add a Spanish for Spanish speakers elective in the coming year as well as some 6th grade electives.

Below is a listing of 15 priority areas where Mann will look to continue to improve in the 2017-2018 year:

Systems:

1. Improve on differentiation and structure of services offered to English learners.
2. Improve on structure and accountability of services offered to students with IEPs.
3. Reorient the discipline process with better communication that minimizes time out of instruction, and set processes for a three-tiered system that strategic addresses Tier III and looks for outside assistance and building restorative practices.
4. More proactive counseling structure where there is a college and career focus, support and monitoring for Tier II/III students, and consistent groups and programs for expected student socio-emotional development hurdles in middle school (conflict resolution, decision-making/choices, relationship building, etc.)
5. Create a safer and friendlier environment for students coming to school.

6. Create a more positive culture for staff and students with strengthening PBIS initiatives and training. Encourage student leadership and voice in the process.

7. Make sure there is a consistent expectation that students are to school on time and to classes and create SART/SARB process for combatting truancies and chronic absences and tardies.

Instruction:

8. Develop an understanding of the instructional strengths and weaknesses on campus, level of collaboration, and resources and professional development that might be needed.

9. Build more interaction and active participation as a goal of classrooms.

10. Make checking for understanding and monitoring and adjusting instruction a priority in instruction.

11. Create an instructional alignment across departments focused on data and developing SMART (Specific, Measurable, Aligned, Results-Oriented, Time-Specific) goals based on student results.

Communication:

12. Study and develop a plan to increase enrollment from students who potentially could go to Mann but do not.

13. Study and market the strengths of the school to display for those who visit or parents for following year. Outreach those strengths is displays on campus, online and in social media.

14. Develop outreach and connection to resources that could benefit the school from the community.

15. Make sure parents have more information about opportunities, resources, and progress of their students behaviorally and academically.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades 6-8:   1:28.73

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week
1,775-2,366	=	4 days per week
2,367 and above	=	5 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site. Any assignment portion that is less than a 1.0 allocation is rounded up to the nearest 0.5 allocation.

Middle School counselor ratio is 1:481

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3
2268 and Above	4

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.
these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions.   Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.
Professional Learning Communities (PLCs) analyze student work in order to monitor student progress toward these goals as well as to examine the rigor and thinking required of the work. The analysis is used to collaboratively share successful strategies and focus instruction toward student needs. With a schoolwide technology adoption coming in this year, it is important that the school pilot ways to utilize technology to increase student engagement and interaction as well a means to differentiate and monitor student progress. Some professional development, both in-house and outside, will look to share best practices in student engagement through technology.

SPSA ALIGNMENT TO THE LEA PLAN
SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Parent, staff and community surveys were created and distributed to the stakeholders for input on the budget. The school held two SSC meetings around planning for the budget to share results from the survey and to brief around the current budget and how they fit into school priorities. Input was also discussed at two SGT meetings in January and February. The budget was presented at an ELAC meeting along with SPSA goals and we received feedback and input around goals regarding English learners. An all-call was sent to all parents in multiple languages and their feedback was recorded in a secure Google Form.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Allen Teng	Principal
Coreen Jacobson	Teacher
Lotus Hang	Teacher
Jose Lara	Teacher
Amy Clarey	Other
Long Tran	Parent
Malasia Keopaseuth	Student
McCain Le	Student
Sherri Huerta	Student
Delia Robinson	Parent
Mikayla Freed	Community Member
Jonathan Blaylock	Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/30/2018, 40 % of Mann Middle School Students will achieve or exceed standards in ELA in SBAC , increasing from 36 % to 40 % , a gain of 4.00 %

Closing the Gap SMART Goal:
* By 06/30/2018, 10 % of Mann Middle School Students with Disability will achieve or exceed proficiency in ELA in SBAC , increasing from 5 % to 10 % , a gain of 5.00 %
* By 06/30/2018, 35 % of Mann Middle School Students, Hispanic or Latino will achieve or exceed proficiency in ELA in SBAC , increasing from 30 % to 35 % , a gain of 5.00 %
* By 06/30/2018, 20 % of Mann Middle School English Learner, Students will achieve or exceed proficiency in ELA in SBAC , increasing from 14 % to 20 % , a gain of 6.00 %
* By 06/30/2018, 32 % of Mann Middle School Students, Black or African American will achieve or exceed proficiency in ELA in SBAC , increasing from 28 % to 32 % , a gain of 4.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☒ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ Other

Other Assessments (Please Specify):
Site Created Benchmarks and I-Ready Data

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups, Instructional Learning Team (ILT) and School Site Councils (SSCs).
An academic MTSS group will periodically analyze results to monitor where students may move between the tiers of support on campus.

Area 2: Mathematics

Mathematics SMART Goal:
* By 06/30/2018, 32 % of Mann Middle School Students will achieve or exceed proficiency in Math in SBAC , increasing from 28 % to 32 % , a gain of 4.00 %

Closing the Gap SMART Goal:
* By 06/30/2018, 10 % of Mann Middle School English Learner, Students will achieve or exceed proficiency in math in SBAC , increasing from 7 % to 10 % , a gain of 3.00 %
* By 06/30/2018, 10 % of Mann Middle School Students with Disability will achieve or exceed proficiency in math in SBAC , increasing from 7 % to 10 % , a gain of 3.00 %
* By 06/30/2018, 27 % of Mann Middle School Students, Hispanic or Latino will achieve or exceed proficiency in math in SBAC , increasing from 22 % to 27 % , a gain of 5.00 %
* By 06/30/2018, 24 % of Mann Middle School Students, Black or African American will achieve or exceed proficiency in math in SBAC , increasing from 20 % to 24 % , a gain of 4.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☒ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ Other

Other Assessments (Please Specify):
MDTP, I-Ready, ST Math, *Teacher created common assessments based on the Common Core State Standards and the SBAC assessment style for each grade level & content area*

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups, Instructional Learning Team (ILT) and School Site Councils (SSCs).
An academic MTSS group will periodically analyze results to monitor where students may move between the tiers of support on campus.

Area 3: English Learner

English Learner SMART Goal:
* By 06/30/2018, 70 students of Mann Middle School English Learner, Students will achieve 4 or 5 on the CELDT and meet other reclassification criteria for SDUSD to be reclassified , increasing from 42 students to 70 students , a gain of 28.00 students

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ Other

Other Assessments (Please Specify):
LAS Links *and Teacher created common assessments by grade level and content area*
  Teacher created common assessments based on Common Core SBAC assessment style questions by grade level & content area.

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/30/2018, 75 % of Mann Middle School Grade 08, Students will achieve or maintain a 2.0 academic and citizenship GPA and have no unredeemed suspensions as measured % in Graduation/Promotion Rate , increasing from 70 % to 75 % , a gain of 5.00 %

Closing the Gap SMART Goal:
* By 06/30/2018, 60 % of Mann Middle School Black or African American, Students will perform at promotion standards level in Graduation/Promotion Rate
* By 06/30/2018, 60 % of Mann Middle School Students, Students with Disability will perform at promotion standards level in Graduation/Promotion Rate
* By 06/30/2018, 65 % of Mann Middle School Students, Hispanic or Latino will perform at promotion standards level in Graduation/Promotion Rate
* By 06/30/2018, 70 % of Mann Middle School Students, English Learner will perform at promotion standards level in Graduation/Promotion Rate

The school will make it a goal to increase the percentages of African American and Latino students who meet the promotion criteria to more closely align to the promotion rates of Asian American students.

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ Other

Other Assessments (Please Specify):
PowerSchool Reports on GPA.
Promotion program.
Behavior/Suspension Data from PowerSchool.
Saturday School attendance.

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups, Instructional Learning Team (ILT) and School Site Councils (SSCs).

An academic MTSS group will periodically analyze results to monitor where students may move between the tiers of support on campus. The school began a monthly attendance group that meets to check on who has the most absences and what interventions or next steps we can take to encourage attendance.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal:
Mann Middle School will offer at least 15 parent and community involvement activities during 2017-18. We will look to engage parents beginning with our 6th grade orientation and 5th grade outreach. We want to get regular attendance to parent advisory groups including ELAC, SSC, and SGT. We would like to utilize our FACE coordinator to have a list and follow up with upcoming events to get more parent voice. Events will include trainings for parents to monitor student progress, parent education events, awards assemblies and opportunities to give input and feedback.
Targeted Population:
All students, families and fellow stake holders/ community members.
What data did you use to form these goals?:
We used parent workshop participation data to arrive at this goal.
Progress and Growth Monitoring:
Sign in sheets will be used to document attendees and monitor participation levels. Parents will be contacted as needed to maintain participation rates.

BUDGET: Resources Aligned to Area Goals

Core Program:

The Mann Instruction Core involves doing the most to ensure first, best instruction with a guaranteed and viable curriculum. There is an awareness around the intentional planning needed to account for the needs of English learners and students with IEPs. In the sixth grade, we attempt to build a structured transition from 5th grade into a secondary structure by utilizing 6th grade to help teach study habits, organization skills, socio-behavioral expectations, and to develop relationships with students.

We are investing in school planners as well as training in schoolwide AVID strategies around WICOR to be able to train our middle schoolers around our expectations and explicitly teaching what we expect. We will continue to invest heavily in professional development as we continue to try to raise the depth of knowledge and thinking in all content areas to levels 3 and 4 to match the expectations of Common Core Standards.

We have allotted time for a monthly collaboration day where departments are released to have a PLC meeting and set and monitor Specific Measurable Attainable Result-Specific and Time-Sensitive Goals. We will continue to hold trainings during Wednesday for staff development in PLCs, literacy strategies, schoolwide AVID, and around the 4 learning cycles: learning environments, accountable talk, differentiation, and student agency. We will look at strategies to differentiate, preteach, and frontload during and before instruction to hopefully eliminate some of the need to reteach and remediate after instruction.

For Tier II, we will develop short term SMART goals that involve a way to intervene and reteach. For Tier III, we will utilizing the intervention periods and software to monitor and target instruction for students that are two or more grade levels below.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2017 - 6/30/2018):

Last year, during the 2015-2016 school year, Mann students scored 36% proficient in ELA and 28% proficient in mathematics on the SBAC. There is concern that students are not reaching the depth of knowledge necessary to work effectively on the SBAC exam. With 43% of students as English learners and approximately 14% of students having an IEP, in order to maximize instructional time, our school needs to better be able to differentiate. We need resources and personnel to teach best practices with students with these learning needs as well as software and technology that allows us to better monitor and individualize instruction based on specific student need. We will be looking to expand our schoolwide literacy practices beyond Claim, Evidence and Reasoning, possibly into vocabulary and close reading strategies.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		$500.00	$594.65	0312-30103-00-1157-1000-1110-01000-0000	Title I Parent Involvement	01, 02	Teachers hourly will be used toward end of year to pay for next year's planning among target groups.
Supplies		$2,662.82	$2,662.82	0312-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies such as charts, pencils, batteries to supplement core instruction.

How will you monitor these strategies/activities?:

Our site will implement the SBAC Assessment Blocks and teams will develop Specific Measurable Attainable Results-Oriented Time-Specific goals every 4-6 weeks. Based on these results and baseline assessment results from the software, the teams will monitor success overall. We will take baseline measurements in reading and mathematics at the beginning of 6th grade and will monitor periodically with English language learners their readiness to advance through levels by administering the DRA and writing assessment.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2017 - 6/30/2018):

For the 2016-2017 school year, we developed Tier II and Tier III intervention support for students who might be struggling in English Language Arts and in Mathematics. In 6th grade, we regrouped during our math and ELA block periods for provide more intentional instruction based on student needs. For this year, we will continue to offer intervention classes and buy 1.6 FTE teachers to be able to continue our interventions in lieu of budget reductions in staffing this year. We will be utilizing a combination of software for assessment and targeted instruction along with instructor small grouping to help close the achievement gaps for these target populations. We have made schoolwide goals to improve the quality of instruction for our English learners and for students with IEPs. We aim to increase our reclassification rate and also boost overall proficiency as outlines in our SPSA goals.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Regular Teacher -	0.6000	$49,341.60	$76,007.60	0312-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	02	Math intervention teacher will provide Tier II support for 7th and 8th graders who continue to struggle below grade level in mathematics.
Regular Teacher -	0.3000	$24,670.80	$34,626.42	0312-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	English intervention teacher will provide Tier II support for 6th graders who continue to struggle below grade level in reading and ELA.
Regular Teacher -	0.5000	$41,118.00	$57,710.68	0312-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	ELA intervention teacher will provide Tier II support for 7th and 8th graders who continue to struggle below grade level in reading and ELA.
Regular Teacher -	0.0500	$4,111.80	$5,771.07	0312-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	02	Math intervention teacher will provide Tier II support for 6th graders who continue to struggle below grade level in mathematics.
Regular Teacher -	0.7500	$61,677.00	$86,566.02	0312-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	02	Math intervention teacher will provide Tier II support for 6th graders who continue to struggle below grade level in mathematics.

How will you monitor these strategies/activities?:

Our site will implement the SBAC Assessment Blocks and teams will develop Specific Measurable Attainable Results-Oriented Time-Specific goals every 4-6 weeks. Based on these results and baseline assessment results from the software, the teams will monitor success overall. We will take baseline measurements in reading and mathematics at the beginning of 6th grade and will monitor periodically with English language learners their readiness to advance through levels by administering the DRA and writing assessment.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2017 - 6/30/2018):

During the 2016-2017 school year, we were featured as a Middle School Lab and got the support of district resource teachers for English learners, technology, Special Education and mathematics. Two of our math teachers along with the principal and ELST received training in Math Studio with the Teachers Development Group. The department, through walkthroughs, PLC work and model lessons, worked on growth on developing and instructing meaningful tasks. There was a focus on supports and cognitive engagement.

All departments developed a goal in CER or a claim, evidence and reasoning model and each department presented and shared feedback on how to grow this argumentative form of writing with evidence and justification that is embedded within Common Core as well as the Next Generation Science Standards.

We are implementing the Expository Reading and Writing Curriculum in 7th and 8th grade. This is a curriculum designed by the California State University system to teach the type of expository reading and rhetorical writing that is demanded by college courses. It is designed to develop college readiness and aligns with the course offered by Crawford and Hoover in the 12th grade. The text level and rhetorical writing are well aligned to Smarter Balanced Assessments. We are developing an Response to Intervention model in reading. With an ERWC and writers' workshop lens, we are building the writing and argument skills of students and pushing the depth of knowledge to try to attain levels 3 or 4. We believe in first, best instruction and are attempting to make sure we have a guaranteed and viable curriculum where all students have access to proficient levels. For Tier II, we will be regrouping for the second period of English language arts next year to intention target the reading levels of struggling students and add enrichment and extension for our GATE cluster. In 7th and 8th grades, we have invested in 1.6 intervention teachers to help provide support to struggling students. In math, we will similarly look to regroup in the second hour of mathematics and utilize an intervention teacher in 7th and 8th grade. We will be leaning more heavily on single subject content experts. We will be looking to supplement Tier II instruction by utilizing a systematic software in both content areas that provides targeted instruction at the level of the student and regularly monitors and assesses around a baseline.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$13,546.00	$16,110.26	0312-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Provide teachers release time to be able to make parent contacts and communicate during parent conferences.
Conference Local		$2,000.00	$2,000.00	0312-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2, LCFF 3	Attend local professional development in order to strengthen instructional strategies

How will you monitor these strategies/activities?:
Professional developments will be consistently planned for throughout the year to align to the district instructional cycles as well as the needs identified through walkthroughs and observations. Stulls will be completed according to timelines with at least two formal observations each year for teachers on cycle. We will keep an online calendar of departmental release days.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2017 - 6/30/2018):
This year we have boosted the resources for social and emotional supports led by our counseling and guidance program. We have developed more refined RTI approach to behavioral and emotional supports by taking time monthly to examine students that fall within the Tier III category. We are creating presentations and bringing in speakers for month Town hall meetings. Counselors are pushing out into science classes to teach common behavioral concerns proactively around anger management, conflict resolution, and peer communication. For Tier II support, counselors have behavioral counseling groups to work with identified at-risk students and we have increased the number of support clubs on campus. The AmeriCorps mentors also meet regularly to mentor some of our students and follow-up with check and connect mentoring. We are partnering with outside providers such as Mental Health Services, UPAC, and Youth in Transition. We are adding postage to mail out progress reports at all terms. We are creating screencast videos on how to monitor student progress and communicate with parents and getting them translated. We have worked to expand our efforts to have SART meetings and Student Success Team meetings involving multiple providers. We have monthly attendance meetings to target increasing our attendance rates.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Campus Security Asst -	0.1250	$4,064.88	$7,250.76	0312-09800-00-2217-8300-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04	CSA will support Tier II and III behavior support program by providing restorative justice and being proactive in engaging behavior.
School Counselor -	0.5000	$40,040.00	$56,419.02	0312-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	School counselor is lead in contacting parents, meeting with at-risk students, nurturing guidance, and checking in with instruction.

How will you monitor these strategies/activities?:

- Academic progress will be monitored through grades, SBAC assessment scores (both interim and summative), through reclassification rate and CELDT scores, and through promotion rate.
- Suspension and referral data brought forth by the PBIS team and will also look at the positive activities on campus.

5. Strategies to meet parent engagement goals (7/1/2017 - 6/30/2018):

Parent engagement is one of the largest challenges that we face at Mann. With over 30 different languages spoken and a high level of unduplicated 94% students with unique needs, parents have not been as involved as more suburban schools. In the previous year, the school held no parent conferences and only a back to school night and an orientation for 6th grade students on the week before school. This year, we've developed a regular ELAC meeting schedule as well as school site council and a school governance team. We have offered coffees with the principal, college nights, and PowerSchool training to parents about monitoring their students' progress. We utilize funding to parent engagement funds to provide child care, translation services, and outreach services. We would like to continue to partner with community partners such as the Crawford Collaborative, StarPals, ProKids Golf, Youth in Transitions, YMCA, Primetime, Youth Empowerment, and Crawford AVID. In the coming year, we'd like to partner with ethnic community groups such as UPAC, Somali Family Organization, and Karen Organization of San Diego. We will be partnering with FACES which is now housed in our parent/community center in Room A1.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Support Prsnl OTBS Hrly		$700.20	$883.66	0312-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	05	Clerical hourly to help prepare for parent activities.
Tech Professional OTBS Hrly		$700.00	$883.40	0312-30103-00-2455-2700-0000-01000-0000	Title I Parent Involvement	04	Translation to support parent meetings.
Supplies		$120.80	$120.80	0312-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Instructional supplies support parent involvement by providing books, computers, licenses and light refreshments.
Postage Expense		$1,500.00	$1,500.00	0312-30103-00-5920-1000-1110-01000-0000	Title I Parent Involvement	05	Utilize postage expense to mail progress report home to families to communicate and elicit follow up for struggling students.
Interprogram Svcs/Paper		$156.49	$156.49	0312-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Copy paper for materials for parent events and communications

How will you monitor these strategies/activities?:

Parent/Guardian attendance records.

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

LCFF funds are being utilized to enhance the level of trauma-informed socio-behavioral services for students who come from poverty, are homeless, might be foster children, or are English Learners. Mann Middle School is 94% unduplicated and has one of the top five unduplicated counts of all the middle schools in the district. This year, we were able to begin to define multi-tiered support system with the addition of two intervention teachers - one full FTE in English and a .6 FTE in Math. For our Behavioral PBIS multi-tiered support system, we would like to support AmeriCorps PASS Members, Intervention and Drop Out Prevention and our counseling work.

Identified Need::

The results of the 2015-2016 CAASPP showed that 36% of students are proficient in ELA and 28% of students are proficient in math. In particular, 5% of students with IEPs are proficient in ELA and 7% are proficient in mathematics. With English language learners, 14% are proficient in ELA and 7% are proficient in mathematics. There is clear achievement gap and overall a need to improve proficiency levels. With budget cuts, we need to utilize LCFF to be able to continue our intervention programs and maintain professional development focus for our teachers.

Target Group::

Students with IEPs and English language learners are target groups as well as Latino students who were the only group not to show growth last year.

Monitoring::

Our site department teams will develop Specific Measurable Attainable Results-Oriented Time-Specific goals every 6-8 weeks. Based on these results and baseline assessment results from the software, the teams will monitor success overall. We will take baseline measurements in reading and mathematics at the beginning of 6th grade and will monitor periodically with English language learners their readiness to advance through levels by administering the DRA. The I-Ready Diagnostic will be used to monitor benchmark progress for all students in ELA and Math. Case managers will also monitor progress on goals with short formative assessments.

Personnel Responsible::

Teachers will be responsible to provide CCSS instruction and working with their teams in developing instructional goals and collaborating around successful strategies. Administration is responsible to verify effective classroom instruction of the CCSS and to create a positive school culture. We will utilize our ELST to provide QTEL strategies to utilize with English learners and look toward education specialists for strategies for differentiation and co-teaching. We will draw in ELST to do whole site testing at the beginning of sixth grade and utilize district resource teachers to assist in providing professional development, capacity building and instructional coaching.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

By utilizing LCFF funds to purchase a .6 resource teacher, this will help lower class sizes as well as provide for intervention for struggling students. Some of these funds will be used for instructional software that help assess instruction and provide a personalized curriculum based on assessment level.

Identified Need::

- Improve proficiency in English Language Arts and Math.
- Close the achievement gap of ELs and students with IEPs.
- Lower suspension rate through restorative practices.

Target Group::

English language learners and students with IEPs as well as students who have not received proficiency.

Monitoring::

- Academic progress will be monitored through grades, SBAC assessment scores (both interim and summative), through reclassification rate and CELDT scores, and through promotion rate.
- Suspension and referral data brought forth by the PBIS team and will also look at the positive activities on campus.

Personnel Responsible::

The Instructional Leadership Team, the School Governance Team and School Site Council will all help to make leadership decisions around the governance of the school. In addition, a PBIS committee, AVID site team, and Safe School Committee will make sure that the school is safe, equipped for emergencies, and creating a positive and orderly campus. Counselors, AmeriCorps mentors, and other classified and clerical staff will be involved in these roles and also add input in addition to teachers and administrators. We will work with cluster resource teachers to support Tier I and Tier II intervention instruction.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Our school will be committed to providing as many professional development opportunities for staff as possible. For this school year, the focus will be on developing leadership capacity, providing training in professional learning communities, accountable talk, differentiation, vocabulary and shared literacy strategies. In ELA, we will build capacity in Expository Reading and Writing Course and Writers Workshop. We want to have more teachers, especially sixth grade teachers, trained in AVID strategies and have a schoolwide focus on organizational skills. We want to bump up the level of usage in QTEL, co-teaching and other effective strategies for differentiation.

Identified Need::

- Improve proficiency in English Language Arts and Math.

- Close the achievement gap of ELs
- Raise the achievement of students with IEPs

Target Group::

Students below proficiency in ELA and mathematics with a special focus on English language learners and students with IEPs.

Monitoring::

Professional developments will be consistently planned for throughout the year to align to the district instructional cycles as well as the needs identified through walkthroughs and observations. Stulls will be completed according to timelines with at least two formal observations each year for teachers on cycle. We will keep an online calendar of departmental release days.

Personnel Responsible::

Teachers and department leaders will be responsible to provide CCSS instruction and for articulating professional development needs and implement the associated instructional shifts. Administration is responsible for creating a learning environment, honing an instructional focus, and providing opportunities to showcase practice and expose to best practices.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		$9,900.00	$11,774.07	0312-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Teachers have hourly time for tutoring/intervention.
Non Clsrm Tchr Hrly		$10,000.00	$11,893.00	0312-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	LCFF 3	Teachers have hourly to do planning for special education and English learners before the beginning of the year
Software License		$11,026.57	$11,026.57	0312-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Help purchase instructional software for families to be able to engage at home.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Data Reports

B. Title I Parent Involvement Policy

C. Home/School Compact

D. Title I/MPP Budget Allocations Summary Grid

E. 2017-18 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: http://caaspp.cde.ca.gov/sb2016/Search

> * Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

2015-2016 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Mann (312)
All Grades Combined

Student Group	English Language Arts						Chg from	Mathematics						Chg from
		2015		**2016**			**2015**		**2015**		**2016**			**2015**
		N	%	N	%		%		N	%	N	%		%
Total		714	27.7	618	35.6		7.9		727	23.9	622	27.8		3.9
Female		332	32.8	286	39.9		7.0		337	26.4	291	29.2		2.8
Male		382	23.3	332	31.9		8.6		390	21.8	331	26.6		4.8
African American		127	14.2	103	23.3		9.1		131	8.4	103	11.7		3.3
Asian		60	21.7	47	31.9		10.2		65	16.9	47	29.8		12.9
Filipino		7	---	3	---		---		7	---	3	---		---
Hispanic		345	24.9	308	30.2		5.3		348	21.6	309	23.9		2.4
Indochinese		122	51.6	112	60.7		9.1		121	52.1	114	52.6		0.6
Native American									1	---				
Pacific Islander				1	---						1	---		
White		16	37.5	14	28.6		-8.9		17	29.4	14	35.7		6.3
Multiracial		37	27.0	30	46.7		19.6		37	18.9	31	19.4		0.4
English Learner+		238	2.9	187	5.3		2.4		251	5.2	193	5.7		0.5
English-Speaking+		476	40.1	431	48.7		8.6		476	33.8	429	37.8		3.9
Reclassified+		298	47.3	227	63.0		15.7		299	42.1	226	50.9		8.7
Initially English-Speaking		178	28.1	204	32.8		4.8		177	19.8	203	23.2		3.4
Econ. Disadvantaged*		714	27.7	585	35.6		7.8		727	23.9	587	27.8		3.8
Non-Econ. Disadvantaged*				33	36.4						35	28.6		
Gifted		120	59.2	113	61.1		1.9		121	62.0	114	60.5		-1.5
Not Gifted		594	21.4	505	29.9		8.5		606	16.3	508	20.5		4.1
Students with Disabilities		92	0.0	72	2.8		2.8		92	2.2	72	2.8		0.6
Students wo Disabilities		622	31.8	546	39.9		8.1		635	27.1	550	31.1		4.0
Homeless		37	13.5	26	23.1		9.6		38	15.8	25	12.0		-3.8
Foster		7	---	5	---		---		7	---	5	---		---
Military		11	27.3	9	---		---		10	30.0	9	---		---

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as Economically Disadvantaged.
+ All students redesignated during the school year from English Learner to Reclassifed Fluent English Proficient are counted here as fluent English Speaking

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

Horace Mann Middle School

TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

- *Horace Mann Middle School* will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:

  - ➢ Improving communication between the school and home.

  - ➢ Providing information about school and district resources for student academic improvement.

  - ➢ Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.

  - ➢ Conferencing with teachers.

  - ➢ Providing training programs to help parents support and work with their children at home and at school.

  - ➢ Advocating for teachers and parents.

  - ➢ Valuing cultural diversity.

- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

- Monthly joint ELAC meetings with Crawford High School are hosted at Mann to involve parents with concerns around English language learners. A representative attends the DELAC meetings and ELAC reports to the SSC.

- The school has enhanced outreach to 5th grade parents by offering a college night, co-sponsored by AVID, where parents can ask questions about the transition. In the 2016-2017 year, the school will be offering pre-registration before school starts as well as tours for parents on Fridays.

- The school website, school Twitter account, school Facebook account and Peachjar is sent home informing parent/community of all meetings of interest. A weekly all-call and email from School Messenger is sent to parents in multiple languages to let them know what is occurring at school for the week and about any important school events. For special meetings, targeted language groups receive notice in their language. Every attempt is made to communicate with parents in their primary language.

- The parent center has been changed into a Parent and Cultural Community Center where community organizations and monthly meetings are organized. We partner with the Harold

J. Ballard Parent Center in order to offer family engagement programming for our Southeast Asian, Somali, African American, and Latino families.

- Monthly parent meeting and tour opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

Home School-Parent Compact:

Mann distributes to parents of Title I students a school-parent compact using Peachjar, email and the Mann Website. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.
- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Mann Middle School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

APPENDIX C

HOME/SCHOOL COMPACT

San Diego Unified
SCHOOL DISTRICT

Horace Mann Middle School
P- 619.582.8990
F- 619.583.2637
ateng@sandi.net

HOME/SCHOOL COMPACT

Horace Mann Middle School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year **2016-2017.**

School Responsibilities

Horace Mann Middle School will:
1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
   - Standards based lesson planning that is aligned with assessment, textbooks, and district provided curriculum.
   - AVID, ELL, ALD and inquiry based strategies across all curriculum areas
   - After-school tutoring in all curriculum areas offered to all students
   - Teachers and administrators regularly meet to collaborate, discuss researched-based teaching practices and plan lessons to ensure high quality instruction in a rich learning environment.
   - Mann offers a series of reforms and programs aimed to support students to reach state academic standards.

2. **Consistent parent-school meetings to discuss progress at school.**
   - Teachers and/or parents will schedule a conference based upon student's individual need.
   - Student Study Teams are held to support students who have behavioral or academic issues.
   - IEP meetings are conducted as mandated
   - 504 plans are held and reviewed on an ongoing basis.
   - SART/SARB meeting are held for students with issues with tardies and attendance.

3. **Provide parents with frequent reports on their child's progress.**
   - Semester report cards are issued two times a year.
   - All progress reports will be distributed six times a year to students and mailed home to families.
   - Parents are able to contact teachers via phone, voice-mail, email, written notice or schedule a meeting to monitor their child's progress.
   - Teachers may send home additional printouts of grades and students' progress.

4. **Provide parents updated access to school calendar and information.**
   - ➢ Parents can access the Horace Mann Middle School website (www.sandi.net/mann/) to learn about their child's teacher, class assignments, or upcoming school events.
   - ➢ School will utilize School Messenger All-Call System, emails, Peachjar, electronic newsletter and Twitter to update information and share events.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
   - ➢ There are many opportunities for parents to volunteer and participate in their child's education; governance committees, special events, parent organizations, and in classrooms. Parents must arrange in advance 24 hours with individual teachers for classroom visits.
   - ➢ The school needs parent representatives to advise the school and offer their perspective on the following committees: School Governance Team (SGT), School Site Council (SSC), English Learner Advisory Council (ELAC) and District Advisory Committee (DAC).
   - ➢ Parents may contact the school at (619) 582-8990.

Revised 10/10/16

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	Account Desc	Job Desc	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Mann Middle School	**9800**	1107	**Classroom Teacher**	Regular Teacher	0.6000	$ 49,341.60
		1157	**Classroom Teacher Hrly**		-	$ 9,900.00
		1957	**Non Clsrm Tchr Hrly**		-	$ 10,000.00
		2217	**Campus Security Assistant**	Campus Security Asst	0.1250	$ 4,064.88
		3000	**Employee Benefits**		-	$ 33,618.95
		5209	**Conference Local**		-	$ 2,000.00
		5841	**Software License**		-	$ 11,026.57
	9800 Total				**0.7250**	**$ 119,952.00**
	30100	1107	**Classroom Teacher**	Regular Teacher	1.6000	$ 131,577.60
		1210	**Counselor**	School Counselor	0.5000	$ 40,040.00
		3000	**Employee Benefits**		-	$ 69,475.60
		4301	**Supplies**		-	$ 2,662.82
	30100 Total				**2.1000**	**$ 243,756.02**
	30103	1157	**Classroom Teacher Hrly**		-	$ 500.00
		2282	**Other Support Prsnl OTBS Hrly**		-	$ 700.20
		2455	**Tech Professional OTBS Hrly**		-	$ 700.00
		3000	**Employee Benefits**		-	$ 461.51
		4301	**Supplies**		-	$ 120.80
		5733	**Interprogram Svcs/Paper**		-	$ 156.49
		5920	**Postage Expense**		-	$ 1,500.00
	30103 Total				**-**	**$ 4,139.00**
	30106	1192	**Prof&Curriclm Dev Vist Tchr**		-	$ 13,546.00
		3000	**Employee Benefits**		-	$ 2,564.26
	30106 Total				**-**	**$ 16,110.26**
Mann Middle School Total					**2.8250**	**$ 383,957.28**
Grand Total					**2.8250**	**$ 383,957.28**

APPENDIX E

2017-18 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Mann Middle School

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Utilized 1.6 FTE in Title I in order to have intervention classes in both Math and ELA for 6th, 7th and 8th grade with more support in 6th grade.
CLOSING THE ACHIEVEMENT GAP	Utilized 1.6 FTE in Title I in order to have intervention classes in both Math and ELA for 6th, 7th and 8th grade with more support in 6th grade. Also money was allotted for visiting teacher and outside consultants to provide PD. Softwares were also renewed for Title I
PROFESSIONAL DEVELOPMENT	Also money was allotted for visiting teacher and outside consultants to provide PD.
GRADUATION/PROMOTION	Paid for .5 of counselor in order to maintain the focus on increasing promotion percentage and monitoring of attendance and grades to prevent early promotion loss.
PARENT ENGAGEMENT	We allocated budget for translators, childcare, and postage to mail home progress reports. We also discussed putting on events and gave extra teacher hourly to coordinate.