THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MANN MIDDLE SCHOOL SCHOOL

2014-16

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: Young, Courtney
Contact Person: Young, Courtney
Position: Principal
Telephone Number:
Address: 4345 54th St, Mann Middle School, San Diego, CA, 92115-5336,
E-mail Address: cyoung2@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I
☒ Schools Home/School Compact

Board Approval: June 23, 2015

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.*

Attachment 2
Modification of SPSA

San Diego Unified
SCHOOL DISTRICT

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Horace Mann Middle

DUE March 13, 2015

SITE CONTACT PERSON: Courtney Young

PHONE: 619 582 8990   FAX: 619 583 2637   E-MAIL ADDRESS: cyoung2@sandi.net

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

☒ **Quality Education Investment Act (QEIA)**   ☒ **Title 1 Schoolwide Programs (SWP)**   ☒ **Program Improvement (PI)**

☐ Y1 ☐ Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☒ Y5+

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 PRESENTATION TO SSC:

    ☒ English Learner Advisory Committee (ELAC)   Date of presentation: 2·26·15

    ☒ 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: _____

    ☒ 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: 3·9·15

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.

Courtney Young		3/13/15
Type/Print Name of School Principal	Signature of School Principal	Date
Stephanie Hull		3/13/15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Fabiola Bagula		3/20/15
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 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Mann Middle is a community school that offers a quality middle school experience that supports the social/emotional and academic needs of each student. Mann teachers strive to add value to all students' instructional moments, regardless of where the child is on the academic spectrum of grade level success. Teachers meet regularly and work collaboratively to study the results of their teaching, their impact on student achievement, and to design common assessments to monitor progress and adjust teaching practices. Mann teachers receive professional development in strategies to help close the achievement gap between language learners and native English speakers. Mann is a rigorous 21st century school where collaboration, communication, creativity, technology and critical thinking is infused in the content of each curriculum. It has established itself as a neighborhood school that offers a standards based, A-G college and career ready curriculum coupled with the necessary experiences for cognitive development through the Fine Arts. . Mann students are learning successful habits of students/citizens and the requirements for college and graduation. The school is an intregal part of the community is serves and strives to include all stakeholders in decision making. Community members and parents feel at home when on campus and are included and kept informed of the daily activities of the school, academic progress of their child, and strategies they can use to support student achievement at home.

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
Grades 6-8:   1:28.70
Middle & High School: 1:30
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.

Secondary Schools will be allocated funding to support hourly counselor time prior to the beginning of school. Middle School = 1 day for each counselor. 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

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.

With this understanding, 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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)
The corrective action plan began in 2007-2008 when the site divided into 3 small schools with 3 different cost centers. The restructuring provided for marginal academic gains within each of the three small schools. In 2008-2009, the three schools returned to one site. In its first year as a large school once again, Mann exited the state monitoring process, increasing the API by 96 points. The next year we improved by 36 points. We are now at API 749 with a goal of 820.

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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Courtney Young	Principal
Coreen Jacobson	Teacher
Kelly Schorzman	Teacher
Janelle Taylor	Teacher
Stephanie Hull	Teacher
Debra Bralla	Other
Hope Middleton	Parent
Teresita Pittman-Nelson	Parent
Rosy Elena Perez	Parent
Sabrina Petty	Student
Fartun Mohamoud	Student
William Nguyen	Student

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/01/2016, 44 % of Mann Middle School Students, Subject Proficiency, Advanced will achieve a Proficient or Advanced% in Common Core State Standards , increasing from 34 % to 44 % , a gain of 10.00 %

Closing the Gap SMART Goal:
* By 06/12/2016, 49 % of Mann Middle School Hispanic or Latino, Students will perform at Proficient and Advanced level in Common Core State Standards , increasing from 39 % to 49 % , a gain of 10.00 %
* By 06/12/2016, 44 % of Mann Middle School Black or African American, Grade 6-8, Students will perform at Proficient and Advanced level in Common Core State Standards , increasing from 34 % to 44 % , a gain of 10.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

 Learning Upgrade, Achieve 3000 (TEENBIZ), *Teacher created common assessments based on 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. 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 2: Mathematics

Mathematics SMART Goal:
* By 06/12/2016, 49 % of Mann Middle School Students will perform at Proficiency or Advanced level in Common Core State Standards , increasing from 39 % to 49 % , a gain of 10.00 %

Closing the Gap SMART Goal:
* By 06/12/2016, 49 % of Mann Middle School Hispanic or Latino, Students will perform at Proficient and Advanced level in Common Core State Standards , increasing from 39 % to 49 % , a gain of 10.00 %
* By 06/12/2016, 49 % of Mann Middle School Black or African American, Students will perform at Proficient and Advanced level in End Of Course Exam , increasing from 39 % to 49 % , a gain of 10.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Learning Upgrade, and 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. The cycles are:
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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 3: English Learner

English Learner SMART Goal:
* By 06/12/2016, 139 students of Mann Middle School English Learner, Students will achieve a early advance or advance in California English Language Development Test , increasing from 89 students to 139 students , a gain of 50.00 students

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams

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:
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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 05/30/2016, 100 % of Mann Middle School Grade 08, Students will perform at promotion standards level in Graduation/Promotion Rate

Closing the Gap SMART Goal:
* By 05/30/2016, 100 % of Mann Middle School Black or African American, Hispanic or Latino, Students will perform at promotion standards level in Graduation/Promotion Rate

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Final Report Cards

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:
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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 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: * By 06/12/2016, 75 % of Mann Middle School Parents/Guardians will perform at participation level in Parent and Community Engagement
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 participaton levels. Parents will be contacted as needed to maintain participation rates.

BUDGET: Resources Aligned to Area Goals

Core Program:
Universal Access to Strong Core Instructional Program (Tier 1)
Teachers will create a physical environment that engages all students;
Teachers will use best teaching practices;
Teachers will select priority standards and teach to mastery.
Mann teachers strive to add value to all students' instructional moments, regardless of where the child is on the academic spectrum of grade level success.
School will utilize a 6-period schedule to extend learning time in all core curricular areas and provide for interventions within the school day;
Classroom teachers will be provided daily common planning and professional development via a small school structure to better support shared students (supports Tier I, II & III);
Teachers will use varied instructional strategies, including differentiated assignments based on addressing IEP/ ELD goals;
Teachers will assess student's understanding on an ongoing basis, including the use of site-developed benchmark assessments
Teachers will use Specialized Academic Instruction (SAI) for students with disabilities (special education services model, students provided equal access to classroom instruction with a support teacher) ;
Administrators will support classroom teachers with planning, curriculum mapping, benchmark development and calibration for the benefit of all students.

Strategic Support (Tier 2)
Teachers will modify instructional plans to adjust for student needs;
Teachers will provide small group instruction;
Students performing at Basic will be provided dedicated intervention classes in the appropriate core area (ELA or math);
Teachers will teach extended Math classes including small-group interventions;
Intervention classes in Math and ELA offer an additional hour of intensive instruction for struggling students wtihin their daily schedule.
AVID is offered.
Teachers will assign computer based intervention programs in math and ELA
After school instructional support will be provided by the Extreme Learning, Primetime and Extended Day Math Program (EDMP);
Additional tutoring in math and ELA for 7th & 8th grade struggling students will be offered to expand the afternoon instructional supports
Teachers will work in quads (7th and 8th grade) and dyads (6th grade), and in houses to develop additional intervention strategies;
Head Counselor and counselors will provide direct services to students and families to support academic success in all curricular areas and social/emotional well-being.

IntensiveIntervention (Tier 3)
Students performing at below Proficient will be provided daily academy/intervention classes in appropriate core area (ELA or math);
Teachers will make SST referrals where appropriate;
Referral to outside services for instructional and emotional support.
Study skills classes are in place as an elective course for students who qualify;
Head counselor and counselors will assist low-performing students in modifying behavior issues by providing behavior intervention supports;
Head counselor will lead growth groups of students who are low-performing and/or failing;
Teachers will develop contract for attendance, behavior or work completion, where appropriate;
Teachers will encourage students to enroll and attend Intersession and Summer School, where offered and appropriate.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Library Techn II,	0.8000	$29,720.80	0312-30100-00-2230-2420-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Library support for students selecting appropriately leveled books for reading development and research. Library supports i21 LOGO program and site computer lab. Teaches all students with an emphasis on the NAC how to use a media center.
Position Regular Teacher,	0.8500	$63,242.55	0312-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	02, 04	Classroom Size Reduction math teacher to support struggling students in mathematics and to prepare them for college and career through the implementation of AVID.
Position Regular Teacher,	0.1500	$11,160.45	0312-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	02, 04	Classroom Size Reduction math teacher to support struggling students in mathematics and to prepare them for college and career through the implementation of AVID.
Position School Counselor,	0.2000	$15,098.80	0312-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Additional counselor time to resolve emotional, behavioral, and academic issues to support improved student achievement, attendance, and citizenship.
Position School Counselor,	0.3000	$22,648.20	0312-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Counseling supports to resolve social, emotional, and behavioral issues in order to improve student attendance and achievement.
Classroom Teacher Hrly	-	$2,541.00	0312-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	After school tutoring to provide intense instruction for students to reach mastery in selected Priority Common Core State Standards for struggling students in math and ELA.
Prof&Curriclm DevHrlyClsrmTchr	-	$23,301.00	0312-30100-00-1170-0000-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Curriculum writing. Professional Development for teachers to develop and refine their craft in alignment of the CCSS. Hourly time for teachers to analyze assessments, adjust lesson plans and organize and plan Professional Development workshops for staff.
Postage Expense	-	$200.00	0312-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage to mail pertinent information for parents to support their students in academics, citizenship, and college and career readiness.

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Tech Professional OTBS Hrly	-	$200.00	0312-30103-00-2455-2700-0000-01000-0000	Title I Parent Involvement	05	Support for translation, babysitting needs, technical support for setting up equipment for parent meetings.
Other Support Prsnl OTBS Hrly	-	$300.00	0312-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	05	Supports for translations, babysitting needs, and the technical support for setting up parent meetings.
Interprogram Svcs/Paper	-	$500.00	0312-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Copier paper for parent literature such as programs and fliers.
Supplies	-	$2,374.00	0312-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Parent involvement supplies for parent meetings such as handbooks, fliers and light refreshments.
Supplies	-	$634.00	0312-30106-00-4301-2140-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Supplies for Professional Development to support staff in the instruction of the CCSS.

Local Control Funding Formula Goals

Goal 1: Intervention Supports
Intervention Support Goal: The use of LCFF funds are being used to support our school site goal of ensuring student and staff safety, academic improvements, and strong community connections. Part of this goal includes closing the achievment gap between ELs and non ELs, supporting teachers in their efforts to prepare students with skills in college and career readiness through a rigorous, CCSS classroom experiences, increasing opportunities for parent/community involvement, and the creation and implementation of CC based PDs . **Identified Need:** Develop teacher expertise in their delivery of the CCSS through PD, classroom observation and teacher evaluation. Close the achievement gap between ELs and NonELs Maintain a safe and orderly campus. Increase parent involvement. **Target Group:** All students will be supported. African Americans and ELs will be intensely targeted. **Monitoring:** Excercise the STULL process Create reports on Illuminate that determine growth and areas still requiring development Suspension and referral data brought forth by the PBIS team lead by VP **Personnel Responsible:** Teachers will be responsible to provide CCSS instruction and implement the associated instructional shifts. Administration is responsible to verify effective classroom instruction of the CCSS in a safe and orderly school site.
Goal 2: Classroom Supports
Classroom Support Goal: Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.) **Identified Need:** Improve proficiency in English Language Arts and Math. Close the achievement gap of ELs Lower suspension rate and referral count through PBIS

Provide instruction in the form of PD and PLC to staff to work on Common Core implementation
Evaluation of teacher efficacy.
organizes PD based on teacher need and district goals in math and ELA.
Meet with parents and students to support achievement, citizenship and attendance.

Target Group:
All struggling students at Mann and English Language Learners.

Monitoring:
Excercise the STULL process
Create reports on Illuminate that determine growth and areas still requiring development
Suspension and referral data brought forth by the PBIS team lead by VP

Personnel Responsible:
Teachers will be responsible to provide CCSS instruction and implement the associated instructional shifts.
Administration is responsible to verify effective classroom instruction of the CCSS in a safe and orderly school site.

Goal 3: Professional Development

Professional Development Goal:
Develop teacher capacity and expertise in the instruction of CCSS so that teachers can impact students so they will be ready for college and career.
Vice Principal supports instruction of CCSS through classroom observation, the provision of feedback to teachers, and evaluation of teacher efficacy. VP plans, organizes PD based on teacher need and district goals in math and ELA. VP meets with parents and students as well to support achievement, citizenship and attendance.

Identified Need:
Improve proficiency in English Language Arts and Math.
Close the achievement gap of ELs
Lower suspension rate and referral count through PBIS
Provide instruction in the form of PD and PLC to staff to work on Common Core implementation
Evaluation of teacher efficacy.
organizes PD based on teacher need and district goals in math and ELA.
Meet with parents and students to support achievement, citizenship and attendance.

Target Group:
All struggling students at Mann and English Language Learners.

Monitoring:

Agendas will be available to document the PD and PLCs meetings

Teachers will produce products that show the develop of common core lessons, curriculum and assessment data

Records and logs saved by the VP including students counseled, parent meetings, implementation of Stull Process

Personnel Responsible:

Teachers will be responsible to provide CCSS instruction and implement the associated instructional shifts.

Administration is responsible to verify effective classroom instruction of the CCSS in a safe and orderly school site.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Vice Principal,	0.6000	$58,142.40	0312-09800-00-1309-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Vice Principal supports instruction of CCSS through classroom observation, the provision of feedback to teachers, and evaluation of teacher efficacy. VP plans, organizes PD based on teacher need and district goals in math and ELA. VP meets with parents and students as well to support achievement, citizenship and attendance.
Position School Clerical Asst,	0.1250	$3,494.88	0312-09800-00-2401-2490-0000-01000-0000	LCFF Intervention Support	LCFF 1	Additional clerk time: Translation support and monitoring of student attendance to ensure that they are on track for promotion.
Supplies	-	$2.00	0312-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplemental supplies to support student achievement and attendance.
Retired Clsrm Teacher Hrly	-	$944.00	0312-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support with CELDT testing for the approximate 40% of our children who require the assessment.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

D. 2014-15 SPSA Addendum

E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Horace Mann Middle School
TITLE I PARENT INVOLVEMENT POLICY

In the fall, annual meetings will be held to share with parents a description of the Title I program and its requirements. Our next meeting will be held on September 25, 2015.

Horace Mann Middle has developed a written Title I parental involvement policy with input from Title I parents. Parents will be invited to attend a forum where they were able to express their needs and expectations. Parents will be invited back to review, modify and eventually approve the policy. Parents will be asked during the Principal Talks and on site community meetings to provide input on our parental involvement policy. During these informal meetings we will have open discussions and provide surveys, which will assist us in collecting data. After formulating the plan, we will submit the parental involvement policy to the School Site Counsel (SSC) for final approval.

When completed we will distributed the policy to parents of Title I students. Mann will discuss the approved policy with parents and distributed the document during the Open House event of the 2015-16 school year.

The policy will describe the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program
To involve parents in the Title I program at Horace Mann Middle, the following practices will be established:

- The school will convene an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The annual meeting will be held with parents and community members during the first few weeks of school in the large auditorium with translation support.

- The school will offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings will be held in the late evening so that parental attendance is ensured. Principal meetings are throughout the day for those parents unable to attend evening events.

- The school will involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Parents will meet monthly with the site's resource teacher and Vice Principal to review and provide feedback for policy implementation. The resource teacher and Vice Principal will meet with the Principal to present a document that notes the comments, concerns, or questions. The Principal will provide feedback in writing or in person at the following monthly meeting.

- The school will provide parents of Title I students with timely information about Title I programs.

- The school will provide parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- If requested by parents of Title I students, the school will provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

***The policy must be updated periodically to meet changing needs of parents and the school.* *If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children.* [20 *USC* 6318 Section 1118(c) (3)]

School-Parent Compact
Horace Mann will distribute to parents of Title I students a school-parent compact. 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 will describe specific ways the school and families will partner to help children achieve the State's high academic standards. It will address 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

Building Capacity for Involvement
Horace Mann will engage Title I parents in meaningful interactions with the school. It will support a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school will establish the following practices.

- The school will provide Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- The school will provide Title I parents with materials and training to help them work with their children to improve their children's achievement.
    - The school will provide on site parent informational meetings that focus on assisting their child at home.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
    - Horace Mann will work closely with the Parent Outreach and Engagement Department to create PD opportunities that educates the staff about effectively collaborating with parents.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
    - Parent will be able to meet with teachers concerning their child's progress towards meeting Common Core Standards every fourth Wednesday.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    - Mann works with the Translation Department to provide services during our Principal Talks, cluster meeting, and ELAC meetings

- The school provides support for parental involvement activities requested by Title I parents.

- o Parents will be invited to participate in Crawford Connect to keep them informed of current events at the school sites.

Accessibility

Horace Mann will provide 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 which parents understand.

- Horace Mann will ensure that information concerning school activities is translated by official translation service and distributed to community members.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

San Diego Unified
SCHOOL DISTRICT

Horace Mann Middle School
P- 619.582.8990
F- 619583-2637
Cyoung1@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 **2015-2016.**

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. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   ➢ Parent conferences are held on the 4th Wednesday of each month. This is known as the Parent Contact Day.
   ➢ Translators are also available during the conferences.
   ➢ 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.

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 during the 4th Wednesday of each month to monitor their child's progress.
    - ➢ Teachers may send home additional printouts of grades and students' progress.

4. **Provide parents reasonable access to staff.**
    - ➢ 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.
    - ➢ Parents may reach Horace Mann Middle School staff through voice-mail, written note, email, school visits, phone calls or visit us on Parent Contact Day.

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.
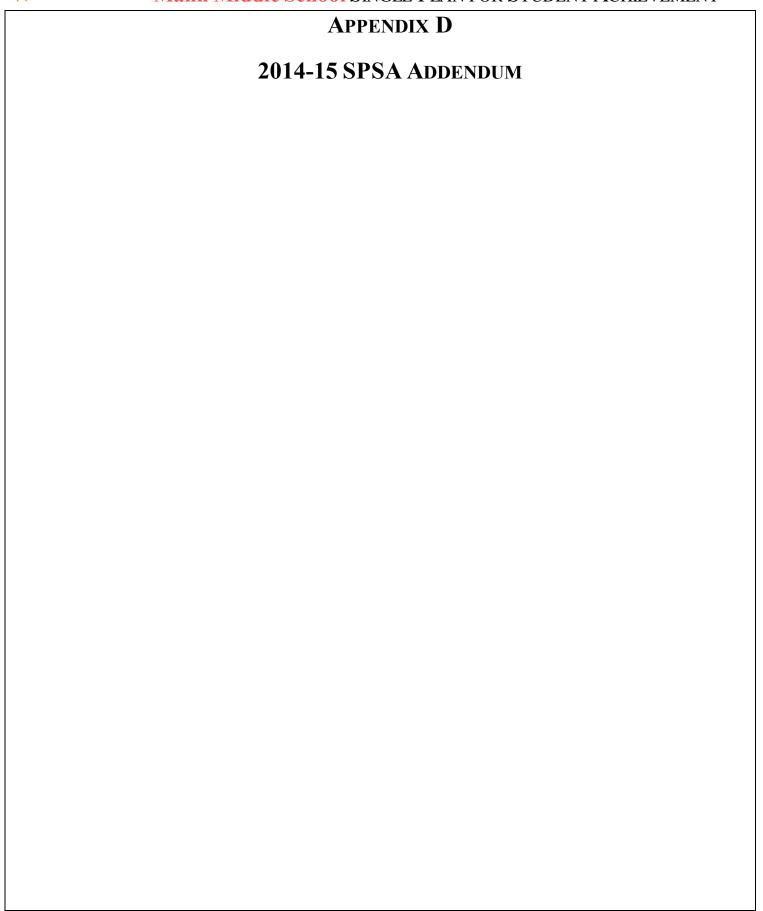   - ➢ Parents may contact the school at (619) 582-8990.

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
Site: 0312 Mann Middle School
As of Date 04-03-2015
Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		$217,127.00		$3,691.00		$15,890.00
		$217,126.66		$3,690.50		$15,889.94
		$0.34		$0.50		$0.06
Certificated Salaries / Monthly	**1.3500**	**$100,989.55**	**0.0000**	**$0.00**	**0.1500**	**$11,160.45**
2000 Regular Teacher	0.8500	$63,242.55	0.0000	$0.00	0.1500	$11,160.45
2605 School Counselor	0.5000	$37,747.00	0.0000	$0.00	0.0000	$0.00
Classified Salaries / Monthly	**0.8000**	**$29,720.80**	**0.0000**	**$0.00**	**0.0000**	**$0.00**
6062 School Library Techn II	0.8000	$29,720.80	0.0000	$0.00	0.0000	$0.00
Certificated Salaries		**$25,842.00**		**$0.00**		**$0.00**
1157 Classroom Teacher Hrly		$2,541.00		$0.00		$0.00
1170 Prof&Curriclm DevHrlyClsrmTchr		$23,301.00		$0.00		$0.00
Classified Salaries		**$0.00**		**$500.00**		**$0.00**
2282 Other Support Prsnl OTBS Hrly		$0.00		$300.00		$0.00
2455 Tech Professional OTBS Hrly		$0.00		$200.00		$0.00
Employee Benefits		**$60,574.31**		**$116.50**		**$4,095.49**
Books and Supplies		**$0.00**		**$2,374.00**		**$634.00**
4301 Supplies		$0.00		$2,374.00		$634.00
Services and Other Operating		**$0.00**		**$700.00**		**$0.00**
5733 Interprogram Svcs/Paper		$0.00		$500.00		$0.00
5920 Postage Expense		$0.00		$200.00		$0.00

APPENDIX D

2014-15 SPSA ADDENDUM

Mann Middle School

Area Goals for 2014-15 SY	
English Language Arts:	By 06/12/2015, 54% of Mann Middle School Students will perform at proficient or advanced level on Literacy Benchmark 3, increasing from 44% to 54%, a gain of 10%.
Mathematics	By 06/12/2015, 59% of Mann Middle School Students will perform at proficient or advanced level on the End of Course Exam, increasing from 49% to 59%, a gain of 10%
English Language Development	By 06/12/2015, 30% of Mann Middle English Learners, grade 6-8, students will perform at early advance or advance level on California English Language Development Test, increasing from 20% to 30%, a gain of 10%.
Graduation/Promotion Rate	By 05/30/2015, 100% of Mann Middle School 8th graders will meet promotion standards level in graduation/Promotion Rate
Parent Involvement and Community Engagement	By 06/12/2015, 75% of Mann Middle School parents/gaurdians will meet participation level in Parent and Community Engagement.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic FTE	30100 Title I Basic TOTAL 233,268.00	30103 Title I FTE	30103 Title I TOTAL 3,397.00	30106 Title I FTE	30106 Title I TOTAL 16,968.00	74000 Quality Ed FTE	74000 Quality Ed TOTAL 786,805.00	Rationale
2000 Regular Teacher	0.50	37,703.00	-	-	-	-	7.50	565,545.00	Class size reduction teacher to support with struggling students and target English Language Learners.
2040 Inschool Resource Tchr	0.30	24,081.30	-	-	-	-	-	-	Push in/ pull out student for struggling students with a focus on English Learners.
2605 School Counselor	0.30	23,133.30	-	-	-	-	-	-	School Counselor to provide Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops.

Provide direct instruction in the library in literacy for small group and individual students. Trains staff on technology and on campus resources.

Code	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	Description
6062 School Library Techn II	0.50	18,355.50	-	-	0.25	9,177.75	-	-	
1157 Classroom Teacher Hrly		19,200.00		-		-		-	Tutoring
1162 Short Term Leave Visiting Tchr		450.00		-		-		4,606.00	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.
1192 Prof&Curriclm Dev Vist Tchr		16,183.00		-		-		-	Teachers will collaborate to plan rigorous high quality, daily instruction in ELA. Teachers will analyze outcomes for formative assessments, develop strategic engagement of English Learner students in order to raise student achievement.
1957 Non Clsrm Tchr Hrly		-		500.00		-		-	Non-classroom teacher hourly will provide supplemental support to ELs who are at-risk of not meeting grade level standards. Non-classroom teacher will also provide push-in support for targeted students in ELA (as allocated budget permits).
2451 Clerical OTBS Hrly		-		300.00		-		-	Support with flyers and literature for parents and students to support parent involvment and student achievement.
Employee Benefits		**48,408.32**		**128.98**		**5,838.27**		**187,648.29**	
4301 Supplies		8,000.00		1,668.00		1,952.00		-	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
5733 Interprogram Svcs/Paper		509.00		500.00		-		-	Inservice supplies for parent involvement activities that promote strategies for student achievement. Supplies for PD, PLC and parent involvement activities to promote student achievement.
5841 Software License		37,245.00		-		-		-	Software License to support targeted instruction for EL students.
5920 Postage Expense		-		300.00		-		-	Postage to support home/school communication to provide parents with educational opportunities that support learning at home and parent involvement in school.
7310 Indirect Cost / Interprogram		-		-		-		29,006.00	

TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
Middle School: 1:30

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. Secondary Schools will be allocated funding to support hourly counselor time prior to the beginning of school. Middle School = 1 day for each counselor.   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

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

![San Diego Unified School District logo]

APPENDIX E

School Name: **Mann Middle**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	$217,127.00
Enter Total Allocation: Resource 30106	$15,890.00
Sum or Resources 30100 & 30106	$233,017.00
10% allocation needed for PD	$23,301.70

Please check one: ☐ Watch List ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5 ☑ Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☑ 30100 ☐ 30106	1107	Curriculum writing. Professional Development for teachers to develop and refine their craft in alignment of the CCSS. Hourly time for teachers to analyze assessments, adjust lesson plans and organize and plan Professional Development workshops for staff.	$23,301.70
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$23,301.70
		10 % allocation has been met	**YES**