

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **PERSHING MIDDLE SCHOOL**

**2018-19**

37-68338-6061972

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:** Levy, Susan

**Contact Person:** Levy, Susan

**Position:** Principal

**Telephone Number:** 619/465-3234

**Address:** 8204 San Carlos Dr, Pershing Middle, San Diego, CA, 92119-2636,

**E-mail Address:** slevy@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**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 City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Pershing Middle  
SITE CONTACT PERSON: Susan Levy

DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)

PHONE: 619-362-3550 FAX: 619-362-3624 E-MAIL ADDRESS: slevya@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: \_\_\_\_\_
- 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: 3/12/18
- Other (list): School Site Council - SSC Date of presentation: 3/12/18

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: 3/12/18

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.

Susan G. Levy  
Type/Print Name of School Principal

Susan G. Levy  
Signature of School Principal

4/9/18  
Date

Jennifer Peterson  
Type/Print Name of SSC Chairperson

Jennifer Peterson  
Signature of SSC Chairperson

4/9/2018  
Date

Monika Hazel  
Type/Print Name of Area Superintendent

Monika Hazel  
Signature of Area Superintendent

5.31.18  
Date

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

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

The Mission of Pershing Middle School is:

To prepare all students in a professional and rigorous setting that fosters leadership, responsibility, compassion, and 21<sup>st</sup> century skills in preparation for the future through excellence in teaching, student engagement, and practice.”

**SCHOOL VISION AND REALITY**

Pershing's vision is to ensure that all students receive relevant and rigorous instruction, through the use of Common Core standards, in a warm and welcoming environment that supports individuality, choice, and multiple opportunities for diverse expression. At Pershing, all students have an opportunity to explore various elective opportunities, work towards high school and college readiness, develop study habits that support success in all classes, and cultivate positive relationships with students and staff. At Pershing, we work with our students and their families to ensure a unified effort as we engage our students in their education from 6th -8th grade. We communicate in multiple ways with our parents and the community and involve our families in the daily fabric of our school.

**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.

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. Pershing has elected to have a modified day each Wednesday for the 2018-2019 school year in order to maximize opportunities for developing common lesson units of study, lesson plans and common assessments in order to provide a guaranteed and viable curriculum.

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).

**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**

Parents, staff and community members are involved in setting the goals for the use of LCFF funds. Field trips for students to enhance their understanding of the curriculum as well as continued professional development for teachers to align instruction are the primary use for the funds. Additionally supply money to support diverse learning styles and supports for students are also part of the expenditure. Teacher training in AVID enables all of our teachers and students to utilize various instructional strategies school wide as well as support students through the use of organizational skills and a focus on college acceptance.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Susan Levy	Principal
Jennifer Moreno	Teacher
Kevin Quinn	Teacher
Don Paxton	Teacher
Don Tysse	Teacher
Maria Kelly	Other
Cesia Guizer	Parent
Jennifer Peterson	Parent
Jennifer Kostrinsky	Parent
Abigail	Student
Hank	Student
Dane	Student

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 75% (approx. 166 8<sup>th</sup> graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

\*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 60% (approx. 30 8th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 50% (approx. 4 8th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 70% (approx. 33 8th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 6 8th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Grades - D's and F's

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze SBAC data and SRI achievement 4 times per year. Analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 By June 2019, 60% (approx... 131 8<sup>th</sup> graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**  
 \*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).  
 Subgroup: African American students  
 By June 2019, 50% (approx.. 8 8th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: English Learners students  
 By June 2019, 25% (approx. 4 8th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Hispanic/Latino students  
 By June 2019, 60% (approx. 23 8th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Students with Disabilities  
 By June 2019, 15% (approx. 4 8th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT    Interim Assessments    End-Of-Course  
 Exams    SBAC    DRA2    SMI    SRI    KDS    ELPAC    ARI    MDTP    Report Cards    End-Of-Unit  
 Assessments    PowerSchool    Sign In Sheets    Other

**Other Assessments (Please Specify):**  
 Grades-D's and F's

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?  
 Teachers will meet by grade level/department to analyze end of unit assessments 4 times per year. Analysis will inform subsequent instruction.

*(Empty space for additional notes or details)*

**Area 3: English Learner**

**English Learner SMART Goal:**  
By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**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  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Grades D's and F's

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

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 and School Site Councils (SSCs).

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, the number of 6th graders earning D-F grades in English will decrease by 50% (approx. 12 students).

By June 2019, the number of 7th graders earning D-F grades in English will decrease by 50% (approx. 10 students).

By June 2019, the number of 8th graders earning D-F grades in English will decrease by 50% (approx. 8 students).

By June 2019, the number of 6th graders earning D-F grades in Math will decrease by 50% (approx. 8 students).

By June 2019, the number of 7th graders earning D-F grades in Math will decrease by 50% (approx. 15 students).

By June 2019, the number of 8th graders earning D-F grades in Math will decrease by 50% (approx. 14 students).

**Closing the Gap SMART Goal (Optional for Elementary schools):**

Subgroup: African American students

By June 2019, the number of 6th graders earning D-F grades in English will decrease by 50% (approx. 12 students).

By June 2019, the number of 7th graders earning D-F grades in English will decrease by 50% (approx. 10 students).

By June 2019, the number of 8th graders earning D-F grades in English will decrease by 50% (approx. 7 students).

By June 2019, the number of 6th graders earning D-F grades in Math will decrease by 50% (approx. 8 students).

By June 2019, the number of 7th graders earning D-F grades in Math will decrease by 50% (approx. 15 students).

By June 2019, the number of 8th graders earning D-F grades in Math will decrease by 50% (approx. 15 students).

Subgroup: English Learners students

By June 2019, the number of 6th graders earning D-F grades in English will decrease by 100% (approx. 4 students).

By June 2019, the number of 7th graders earning D-F grades in English will decrease by 100% (approx. 2 students).

By June 2019, the number of 8th graders earning D-F grades in English will decrease by 100% (approx. 2 students).

By June 2019, the number of 6th graders earning D-F grades in Math will decrease by 100% (approx. 3 students).

By June 2019, the number of 7th graders earning D-F grades in Math will decrease by 100% (approx. 2 students).

By June 2019, the number of 8th graders earning D-F grades in Math will decrease by 100% (approx. 1 students).

Subgroup: Hispanic/Latino students

By June 2019, the number of 6th graders earning D-F grades in English will decrease by 50% (approx. 5 students).

By June 2019, the number of 7th graders earning D-F grades in English will decrease by 50% (approx. 3 students).

By June 2019, the number of 8th graders earning D-F grades in English will decrease by 50% (approx. 3 students).

By June 2019, the number of 6th graders earning D-F grades in Math will decrease by 50% (approx. 4 students).

By June 2019, the number of 7th graders earning D-F grades in Math will decrease by 50% (approx. 5 students).

By June 2019, the number of 8th graders earning D-F grades in Math will decrease by 55% (approx. 5 students).

Subgroup: Students with Disabilities

By June 2019, the number of 6th graders earning D-F grades in English will decrease by 55% (approx. 5 students).

By June 2019, the number of 7th graders earning D-F grades in English will decrease by 55% (approx. 3 students).

By June 2019, the number of 8th graders earning D-F grades in English will decrease by 50% (approx. 3 students).

## Pershing Middle SINGLE PLAN FOR STUDENT ACHIEVEMENT

By June 2019, the number of 6th graders earning D-F grades in Math will decrease by 50% (approx. 4 students).

By June 2019, the number of 7th graders earning D-F grades in Math will decrease by 50% (approx. 5 students).

By June 2019, the number of 8th graders earning D-F grades in Math will decrease by 50% (approx. 4 students).

### WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

### Other Assessments (Please Specify):

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 667 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 80% (approx. 533 families) will attend 1 training on Power School (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

All families

**What data did you use to form these goals?**

Pershing parents want to build our community through more activities that support academics and community involvement. Parents also want better access to student short term accomplishments/ feedback on assignments.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 6 per year to analyze student progress using site developed criteria. Families are contacted 6 times based on progress.

Administration will identify specific audience and track attendance.

**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;
- 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;
- After school instructional support will be provided by the Extreme Learning, Primetime and Extended Day Math Program (EDMP);
- 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.

**Intensive Intervention (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;
- 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.

## Pershing Middle SINGLE PLAN FOR STUDENT ACHIEVEMENT

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

**How will you monitor these strategies/activities?**

- Regular classroom observations
- Bell to Bell Instruction

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

**How will you monitor these strategies/activities?**

- Regular classroom observations
- Bell to Bell Instruction

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**

Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.

**How will you monitor these strategies/activities?**

- \*Attendance at cluster and site professional development
- \*Grade level team meetings/PLC
- \*Continue monitoring of student progress by administration, ILT and teachers

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

**How will you monitor these strategies/activities?**

- \*Phone calls home
- \*SARB letters
- \*Counselor interventions such as individual and group meetings
- \*Student Study Team meeting with teachers, parents, support staff...etc.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**

School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the curriculum.

**How will you monitor these strategies/activities?**

- \*Sign in sheets from principal/parent meetings
- \*Communication through School Messenger, E-Blast, flyers and the school website
- \*Foundation meetings
- \*SSC meetings
- \*ELAC meetings
- \*Open door policy to meet with parents and community members about individual concerns



**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::**  
 Provide additional counselor time to support students in their social and emotional growth, guidance towards meeting A-G and promotion requirements to reduce suspensions and increase student academic success

**Identified Need::**  
 Middle School students require guidance towards meeting academic goals, forming positive relationships with teachers and peers and developing appropriate organizational skills.

**Target Group::**  
 All students

**Monitoring::**  
 Progress will be monitored by monthly suspension rates, interventions, mediations between students, progress towards goals in 504, IEP, and other behavior plans

**Personnel Responsible::**  
 Counselor, Principal, Vice Principal

**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::**  
 Provide additional supplies and resources for struggling students to support meeting Common Core standards

**Identified Need::**  
 The new Common Core standards will require additional materials to support attainment of proficiency,

**Target Group::**  
 All students

**Monitoring::**  
 Principal, Vice Principal, teachers

**Personnel Responsible::**  
 Principal, Vice Principal

**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:**  
 Provide staff with professional development opportunities to allow for training, collaboration and to develop common core lessons and assessments.

**Identified Need::**  
 Staff requires professional development to continue their work in collaboration, to allow for training and to assess student achievement within their departments and across the curriculum. Training opportunities will be provided to implement effective teaching strategies, common core strategies and the integration of technology into all lesson plans.

**Target Group::**  
 Teachers in all CORE subjects

**Monitoring::**  
 Documentation of attendance at professional development opportunities and agendas from PLC meetings

**Personnel Responsible::**  
 Principal, Vice Principal, Teachers

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.1000	\$13,943.10 plus benefits		0321-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	Provide additional counseling student to provide intervention services for struggling students as well as individual and group counseling sessions. Assist in providing educational plans for students promoting to high school.  4/23 (after SBB closing \$6000 plus cost of benefits for counselor was redirected from software budget in order to increase the District funded counselor by .05 FTE. <b>Revised total as of 4/23 = .15 FTE</b>
Interprogram Svcs/Field Trip		\$1,050.00	\$1,050.00	0321-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Field trips for students to promote A-G requirements and supplement the core content. To bridge real world experiences and the core content.
Prof&Curriclm Dev Vist Tchr		\$4,160.00	\$5,008.23	0321-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	For teachers to meet in PLC's in order to design, implement and assess common core instruction

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Conference Local		\$2,000.00	\$2,000.00	0321-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Provide staff with professional development opportunities to allow for training, collaboration and to develop common core lessons and assessments. Provide funding for 3 teachers to attend AVID summer Institute
Supplies		\$2,356.00	\$2,356.00	0321-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	To purchase supplemental materials and resources for struggling learners. 4/23 (after SBB closing \$6000 plus cost of benefits for counselor was redirected from supplies budget in order to increase the District funded counselor by .05 FTE. School counselor to provide Social and Emotional support, group counseling, and individual counseling to increase attendance and student academic achievement.
Postage Expense		\$500.00	\$500.00	0321-09800-00-5920-2495-0000-01000-0000	LCFF Intervention Support	LCFF 1	Postage stamps to provide feedback to parents regarding grades and progress of students towards academic goals.
Interprogram Svcs/Paper		\$1,266.00	\$1,266.00	0321-09800-00-5733-2495-0000-01000-0000	LCFF Intervention Support	LCFF 2	Duplication of intervention materials for students
In-service supplies		\$800.00	\$800.00	0321-09800-00-4304-2495-0000-01000-0000	LCFF Intervention Support	LCFF 3	Provide additional supplies and resources for professional development targeting at serving struggling students in support meeting Common Core standards

## **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. Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://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/sb2017/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.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Pershing**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	648	59.6	657	61.8	664	69.9	10.3	8.1	653	46.6	666	48.2	660	52.0	5.4	3.8
Female	308	66.6	311	69.5	324	76.5	9.9	7.0	307	47.2	315	44.1	320	50.9	3.7	6.8
Male	340	53.2	346	54.9	340	63.5	10.3	8.6	346	46.0	351	51.9	340	52.9	6.9	1.0
African American	47	44.7	48	39.6	59	52.5	7.8	12.9	48	29.2	48	25.0	58	25.9	-3.3	0.9
Asian	14	78.6	16	62.5	14	57.1	-21.5	-5.4	14	64.3	16	75.0	14	64.3	0.0	-10.7
Filipino	4	-	8	-	2	-	-	-	4	-	8	-	2	-	-	-
Hispanic	205	47.3	194	51.0	178	60.1	12.8	9.1	208	30.8	199	34.2	176	38.1	7.3	3.9
Indochinese	16	68.8	16	93.8	19	84.2	15.4	-9.6	16	81.3	16	81.3	19	68.4	-12.9	-12.9
Native American	0	-	1	-	3	-	-	-	0	-	1	-	3	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	0	-	0	-	-	-
White	303	69.0	320	70.0	324	77.8	8.8	7.8	304	56.3	324	56.8	323	63.2	6.9	6.4
Multiracial	58	58.6	53	66.0	65	73.8	15.2	7.8	58	51.7	54	53.7	65	52.3	0.6	-1.4
English Learner	24	4.2	19	5.3	15	6.7	2.5	1.4	24	8.3	19	10.5	14	7.1	-1.2	-3.4
English-Speaking	624	61.7	638	63.5	649	71.3	9.6	7.8	629	48.0	647	49.3	646	52.9	4.9	3.6
Reclassified†	91	67.0	88	59.1	83	73.5	6.5	14.4	91	49.5	91	42.9	82	47.6	-1.9	4.7
Initially Eng. Speaking	533	60.8	550	64.2	566	71.0	10.2	6.8	538	47.8	556	50.4	564	53.7	5.9	3.3
Econ. Disadv.*	242	49.2	235	47.2	232	58.2	9.0	11.0	245	32.2	242	31.8	231	35.1	2.9	3.3
Non-Econ. Disadv.	406	65.8	422	69.9	432	76.2	10.4	6.3	408	55.1	424	57.5	429	61.1	6.0	3.6
Gifted	250	77.2	248	80.2	237	88.6	11.4	8.4	259	70.3	252	73.4	235	80.0	9.7	6.6
Not Gifted	398	48.5	409	50.6	427	59.5	11.0	8.9	394	31.0	414	32.9	425	36.5	5.5	3.6
With Disabilities	63	6.3	81	12.3	77	22.1	15.8	9.8	67	13.4	83	10.8	75	13.3	-0.1	2.5
WO Disabilities	585	65.3	576	68.8	587	76.1	10.8	7.3	586	50.3	583	53.5	585	56.9	6.6	3.4
Homeless	7	-	11	45.5	12	66.7	-	21.2	8	-	11	18.2	12	33.3	-	15.1
Foster	0	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Military	18	83.3	20	75.0	23	65.2	-18.1	-9.8	19	52.6	20	50.0	23	43.5	-9.1	-6.5

\* 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 reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Pershing**  
**Grade 6**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	226	58.4	227	66.5	221	69.2	10.8	2.7	222	49.1	228	47.8	221	52.0	2.9	4.2
Female	111	63.1	119	72.3	107	75.7	12.6	3.4	109	48.6	121	43.0	107	54.2	5.6	11.2
Male	115	53.9	108	60.2	114	63.2	9.3	3.0	113	49.6	107	53.3	114	50.0	0.4	-3.3
African American	19	57.9	20	30.0	27	51.9	-6.0	21.9	18	44.4	20	10.0	27	22.2	-22.2	12.2
Asian	6	-	4	-	7	-	-	-	6	-	4	-	7	-	-	-
Filipino	1	-	4	-	0	-	-	-	1	-	4	-	0	-	-	-
Hispanic	70	41.4	60	65.0	59	61.0	19.6	-4.0	69	36.2	61	37.7	59	35.6	-0.6	-2.1
Indochinese	5	-	5	-	6	-	-	-	5	-	5	-	6	-	-	-
Native American	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	0	-	0	-	-	-
White	107	69.2	108	72.2	99	78.8	9.6	6.6	105	58.1	109	54.1	99	71.7	13.6	17.6
Multiracial	18	50.0	24	66.7	22	72.7	22.7	6.0	18	44.4	24	66.7	22	45.5	1.1	-21.2
English Learner	7	-	8	-	5	-	-	-	7	-	8	-	5	-	-	-
English-Speaking	219	59.8	219	68.9	216	70.8	11.0	1.9	215	50.7	220	49.5	216	52.8	2.1	3.3
Reclassified†	28	60.7	24	62.5	26	65.4	4.7	2.9	28	57.1	25	44.0	26	34.6	-22.5	-9.4
Initially Eng. Speaking	191	59.7	195	69.7	190	71.6	11.9	1.9	187	49.7	195	50.3	190	55.3	5.6	5.0
Econ. Disadv.*	85	52.9	84	47.6	76	56.6	3.7	9.0	82	39.0	84	29.8	76	28.9	-10.1	-0.9
Non-Econ. Disadv.	141	61.7	143	77.6	145	75.9	14.2	-1.7	140	55.0	144	58.3	145	64.1	9.1	5.8
Gifted	85	80.0	76	88.2	75	86.7	6.7	-1.5	84	76.2	77	79.2	75	76.0	-0.2	-3.2
Not Gifted	141	45.4	151	55.6	146	60.3	14.9	4.7	138	32.6	151	31.8	146	39.7	7.1	7.9
With Disabilities	23	8.7	23	4.3	24	29.2	20.5	24.9	21	19.0	83	10.8	24	20.8	1.8	10.0
WO Disabilities	203	64.0	204	73.5	197	74.1	10.1	0.6	201	52.2	205	53.2	197	55.8	3.6	2.6
Homeless	5	-	6	-	3	-	-	-	4	-	6	-	12	33.3	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	5	-	9	-	9	-	-	-	6	-	9	-	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 reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Pershing**  
**Grade 7**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	214	57.0	214	64.5	221	71.9	14.9	7.4	217	45.6	216	50.5	219	54.3	8.7	3.8
Female	92	66.3	104	73.1	110	79.1	12.8	6.0	90	48.9	104	46.2	108	50.9	2.0	4.7
Male	122	50.0	110	56.4	111	64.9	14.9	8.5	127	43.3	112	54.5	111	57.7	14.4	3.2
African American	12	33.3	15	60.0	16	50.0	16.7	-10.0	13	23.1	15	46.7	16	12.5	-10.6	-34.2
Asian	5	-	7	-	3	-	-	-	5	-	7	-	3	-	-	-
Filipino	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Hispanic	64	46.9	67	53.7	48	62.5	15.6	8.8	65	26.2	69	40.6	46	52.2	26.0	11.6
Indochinese	4	-	7	-	6	-	-	-	4	-	7	-	6	-	-	-
Native American	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	112	65.2	103	71.8	119	78.2	13.0	6.4	112	56.3	103	56.3	119	56.3	0.0	0.0
Multiracial	15	46.7	14	78.6	26	73.1	26.4	-5.5	16	43.8	14	42.9	26	69.2	25.4	26.3
English Learner	10	0.0	5	-	6	-	-	-	10	20.0	5	-	5	-	-	-
English-Speaking	204	59.8	209	66.0	215	73.5	13.7	7.5	207	46.9	211	51.2	214	55.6	8.7	4.4
Reclassified†	28	60.7	32	65.6	21	81.0	20.3	15.4	27	37.0	32	50.0	20	60.0	23.0	10.0
Initially Eng. Speaking	176	59.7	177	66.1	194	72.7	13.0	6.6	180	48.3	179	51.4	194	55.2	6.9	3.8
Econ. Disadv.*	73	45.2	75	56.0	79	59.5	14.3	3.5	75	28.0	77	40.3	78	37.2	9.2	-3.1
Non-Econ. Disadv.	141	63.1	139	69.1	142	78.9	15.8	9.8	142	54.9	139	56.1	141	63.8	8.9	7.7
Gifted	87	69.0	86	80.2	73	93.2	24.2	13.0	90	64.4	86	74.4	73	90.4	26.0	16.0
Not Gifted	127	48.8	128	53.9	148	61.5	12.7	7.6	127	32.3	130	34.6	146	36.3	4.0	1.7
With Disabilities	25	4.0	22	22.7	28	14.3	10.3	-8.4	31	12.9	22	18.2	26	7.7	-5.2	-10.5
WO Disabilities	189	64.0	192	69.3	193	80.3	16.3	11.0	186	51.1	194	54.1	193	60.6	9.5	6.5
Homeless	0	-	5	-	4	-	-	-	1	-	5	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	6	-	7	-	7	-	-	-	6	-	7	-	7	-	-	-

\* 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 reclassified fluent English proficient are counted here as fluent English speaking.





**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Pershing**  
**Grade 8**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	208	63.5	216	54.2	222	68.5	5.0	14.3	214	44.9	222	46.4	220	49.5	4.6	3.1
Female	105	70.5	88	61.4	107	74.8	4.3	13.4	108	44.4	90	43.3	105	47.6	3.2	4.3
Male	103	56.3	128	49.2	115	62.6	6.3	13.4	106	45.3	132	48.5	115	51.3	6.0	2.8
African American	16	37.5	13	30.8	16	56.3	18.8	25.5	17	17.6	13	23.1	15	46.7	29.1	23.6
Asian	3	-	5	-	4	-	-	-	3	-	5	-	4	-	-	-
Filipino	1	-	3	-	1	-	-	-	1	-	3	-	1	-	-	-
Hispanic	71	53.5	67	35.8	71	57.7	4.2	21.9	74	29.7	69	24.6	71	31.0	1.3	6.4
Indochinese	7	-	4	-	7	-	-	-	7	-	4	-	7	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	84	73.8	109	66.1	106	76.4	2.6	10.3	87	54.0	112	59.8	105	62.9	8.9	3.1
Multiracial	25	72.0	15	53.3	17	76.5	4.5	23.2	24	62.5	16	43.8	17	35.3	-27.2	-8.5
English Learner	7	-	6	-	4	-	-	-	7	-	6	-	4	-	-	-
English-Speaking	201	65.7	210	55.2	218	69.7	4.0	14.5	207	46.4	216	47.2	216	50.5	4.1	3.3
Reclassified†	35	77.1	32	50.0	36	75.0	-2.1	25.0	36	52.8	34	35.3	36	50.0	-2.8	14.7
Initially Eng. Speaking	166	63.3	178	56.2	182	68.7	5.4	12.5	171	45.0	182	49.5	180	50.6	5.6	1.1
Econ. Disadv.*	84	48.8	76	38.2	77	58.4	9.6	20.2	88	29.5	81	25.9	77	39.0	9.5	13.1
Non-Econ. Disadv.	124	73.4	140	62.9	145	73.8	0.4	10.9	126	55.6	141	58.2	143	55.2	-0.4	-3.0
Gifted	78	83.3	86	73.3	89	86.5	3.2	13.2	85	70.6	89	67.4	87	74.7	4.1	7.3
Not Gifted	130	51.5	130	41.5	133	56.4	4.9	14.9	129	27.9	133	32.3	133	33.1	5.2	0.8
With Disabilities	15	6.7	36	11.1	25	24.0	17.3	12.9	15	6.7	38	13.2	25	12.0	5.3	-1.2
WO Disabilities	193	67.9	180	62.8	197	74.1	6.2	11.3	199	47.7	184	53.3	195	54.4	6.7	1.1
Homeless	2	-	11	45.5	5	-	-	-	3	-	11	18.2	5	-	-	-
Foster	0	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	7	-	4	-	7	-	-	-	7	-	4	-	7	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

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**APPENDIX B**

**PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**



**San Diego Unified School District**  
Office of Accountability  
Monitoring and Accountability Reporting Department

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*Pershing Middle School*  
*2017-2018*

**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.

- ***Pershing 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.
  - Comprehensive Site Plan
  - Students Recognition Celebration
- 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.
- The schoolwide parent newsletter is sent home informing parent/community of all meetings of interest. 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 is used to advertise parent meetings and training sessions offered at Pershing Middle School, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district.
- During parent meetings, 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.

**APPENDIX C**

**HOME/SCHOOL COMPACT**



# San Diego Unified School District

Office of the Deputy Superintendent  
Federal and Special Programs Division  
Program Monitoring Department

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## HOME/SCHOOL COMPACT

*Pershing 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 2017- 2018*

### **School Responsibilities**

#### **We, the Pershing Staff, will:**

- *Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the California State Standards.*
- *Foster a safe and positive learning environment with a consistent application of the site discipline plan*
- *Create a welcoming environment for students, families and community members.*
- *Provide opportunities for parents to volunteer, to observe classroom activities and to participate in site decision making committees.*
- *Communicate with parents through frequent reports on their child's progress such as with phone calls, progress and report cards, conferences, email, School Messenger, and the Power School Parent Portal*
- *Provide district support in order to accelerate the academic achievement of all students by implementing a series of reforms aimed at ensuring that all students are provided effective teaching, high quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.*
- *Teachers and administrators meet regularly to learn about research –based instructional practices, design effective, common lesson plans and develop common assessments that measure student progress. Teachers learn through discussions, observations of practice, feedback, and monitoring.*
- *All students have the opportunity to participate in after-school assistance with classroom teachers. Teachers publish times that they are available to provide additional help.*
- *Prime Time offers after school academic classes as well.*
- *Report cards are issue six times a year at approximately six weeks intervals. Our school year is divided into four quarters, which make up two semesters*
- *All progress reports and report cards will be distributed to students directly. The semester report card is mailed home by the district.*
- *Teachers will provide students and parents with access to an electronic grading program so that progress can be monitored on daily, weekly or monthly basis.*
- *Counselors are available for student concerns, setting goals, providing referrals to district and area resources, mentoring students, and designing appropriate class schedules for all students.*

## **Parent Responsibilities**

**We, the parents, will support our child's learning by:**

- *Making sure our children attend school daily, arrive on time, are prepared and ready to work and learn.*
- *Holding high expectations for our children and regularly monitoring our child's progress through the Pershing website, grading program, conferences with teachers and staff, and participation in school activities.*
- *Supporting district and school site programs including the site and district discipline policies.*
- *Providing a home environment that supports learning by monitoring student progress, limiting the amount of television viewing and video and computer use, encouraging daily reading at home, checking the Pershing student planner for assignments and communications, and providing a comfortable place for the student to do homework and study.*
- *Participating in decisions relating to my child's education.*
- *Promoting positive communication with the school by promptly reading and responding to all notices from the school or the school district.*
- *Serving, to the extent possible, on advisory groups such as School Site Council, the District Advisory Council for Compensatory Education, the English Learners Advisory Committee, Governance committee, the parent Foundation, or other school advisory groups.*

## **Student Responsibilities**

**We, the Pershing students, will share the responsibility to improve our academic achievement by:**

- *Making education our first priority*
- *Setting aside regular time each school night to review daily and weekly school work, read, complete homework and study for assessments*
- *Participating in school-wide and after school activities that support my educational experience*
- *Creating a positive learning environment for all Pershing students by respecting ourselves, school property, each other and adults through the use of respectful language and actions.*
- *Participating in class to the fullest extent of my abilities, following school and classroom rules and procedures as well as the district and school discipline plan*
- *Communicating to parents/guardians all notices and information from the school every day.*

**APPENDIX D**

**MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Projected (Budget) Dollar Amount	Values	
						Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Pershing Middle	09800	1192	Prof&Curriclm Dev Vist Tchr		4,160.00		\$ 4,160.00
		1210	Counselor	School Counselor inc. increase of .05 benefits	13,943.10	0.1500	\$13,943.10
		3000	Employee Benefits				\$ 4,149.92
		4301	Supplies		2,356.00		\$ 2,356.00
		4304	Inservice supplies		800.00		\$ 800.00
		5209	Conference Local		2,000.00		\$ 2,000.00
		5733	Interprogram Svcs/Paper		1,266.00		\$ 1,266.00
		5735	Interprogram Svcs/Field Trip		1,050.00		\$ 1,050.00
		5920	Postage Expense		500.00		\$ 500.00
	09800 Total					0.1000	\$30,225.02



**APPENDIX E****2018-19 SPSA ASSESSMENT AND EVALUATION**

**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Pershing Middle School

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The school uses State Adopted instructional programs in language arts and mathematics, uses a pacing guide, and employs district wide assessments as well as state assessments to all students. Teachers also develop interim assessments and analyze data within their PLC's. PLC's meet with the administration to discuss student progress and next steps. The Instructional Leadership Team or ILT meets to develop a variety of ways to support struggling students.
CLOSING THE ACHIEVEMENT GAP	Respondents agreed that substantial support is being given to students with disabilities and those who are English learners. The responses also indicated that there was an understanding of the gap and goals for subgroups. All respondents felt that with available tutoring, customized schedules and grade monitoring strategies, we are substantially supporting subgroups.
PROFESSIONAL DEVELOPMENT	Most participants agreed that the school has a substantial professional development plan that includes embedding technology into all content areas to increase student to student collaboration as well as a means to differentiate instruction.. All teachers have release time to meet in PLC's in order to align instruction, plan common lessons, develop common assessments, and train in technology integration. Common planning time through each department increases the time teachers can spend together developing common lesson plans, units, and assessments. Teachers also have full day release time through the EEG fund and plan and analyze data from student assessments.
GRADUATION/PROMOTION	Most participants agreed that instruction and class placement is <b>substantially or fully</b> focused on meeting requirements for middle school promotion and high school graduation. Data is used to determine requirements based on grades and placement tests as well as passing rates in Spanish and Integrated Math I.
PARENT ENGAGEMENT	Most participants agreed that parents are engaged in the workings of the school. Through Open House, email, parent conferences, weekly School Messenger information, the Foundation, SSC, Governance, Back to School Night, The annual Musical production, Parent Tours, etc. are examples of how parents stay connected to the school.