

AR
MANN MAGNET MIDDLE SCHOOL
1000 EAST ROOSEVELT ROAD
LITTLE ROCK AR 72206
501-447-3100

**Arkansas Public District and School
General Description for the use of State Categorical Funding**

School	Horace Mann Magnet Middle School	LEA #	
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Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

Statute		
A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402
A.C.A. § 6-15-426	A.C.A. § 6-15-2201	A.C.A. § 6-20-2303
A.C.A. § 6-15-431	A.C.A. § 6-15-2202	A.C.A. § 6-20-2305

Directions:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

2015-16 General Description Report for ALE- State 275

School:	Horace Mann	LEA #	6001003
Revenue:	32370	Source of Funds:	275
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.

We do not receive ALE funds.

2015-16 General Description Report for ELL- State 276

School:	Horace Mann Magnet Middle School	LEA #	6001003
Revenue:	32371	Source of Funds:	276
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ELL programs, positions, and other expenditures.

In the 2013-2014 school year, 41.98% of English Language Learners (ELLs) scored below proficient. The spring 2015 English Language Development Assessment (ELDA) was used to identify the ELLs who were at the Prefunctional (1), Beginning (2) and Intermediate (3) stages of learning the English language. Horace Mann will utilize Rosetta Stone and LexiaCore5/LexiaStrategies to focus on English Language Development in the four domains of listening, speaking, reading and writing. Students will utilize each program at least 45 minutes weekly. Data will be collected and analyzed weekly to access the progress of each student and to provide

individualized guided lessons. Mann will offer the ELLs an additional opportunity to utilize these programs during the afterschool program. Eighty-five percent of all core teachers are either ESL trained through the district or ESL endorsed to assist the Advanced (4) students in becoming Fully English Proficient (5). Each classroom will be provided with Spanish/English dictionaries to assist our ELLs in vocabulary development.

Mann sponsors and ESL Parent Forum, with an interpreter present, to explain the ESL program, as well as, discuss the valuable resources that we have available to the parents and the students. The parent center provides parents and guardians with resources, information, and guidance to help their child be successful throughout their school years. The information is provided in both English and Spanish.

Mann provides additional interpreters throughout the year to address teacher/student concerns and promote a positive partnership. Mann is geared toward bringing home, school, and community closer together to strengthen student learning and development.

2015-16 General Description Report for NSLA- State 281

School:	Horace Mann Magnet Middle School	LEA #	6001003
Revenue:	32381	Source of Funds:	281
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.

Purpose

The goal of the After-School Enrichment Program is to provide additional math and literacy learning opportunities for targeted groups of students but not to the exclusion of all Horace Mann students. The curriculum of this program will be composed of thematic, hands-on, and student-driven activities not traditionally experienced during the normal school day. Students will benefit from these diverse activities and measurable outcomes will be evidenced by increased classroom efficiency and benchmark proficiency.

Participating Students

ACTAAP performance and teacher recommendations will exist as the primary criteria for student participation. Academic coaches and teachers will convene to determine an initial list of participants. Parents and students will participate in an informational meeting concerning the recommendation and instructional strategies for after-school enrichment. Approximately 120 students will participate in the program with a desired ratio not to exceed 15 students per teacher. Additional students can be placed throughout the duration of the program as capacity permits.

Program Operation

For efficient and thorough operation, the After-School Enrichment Program will need 12 staff members. The program director will be responsible for overall program management which will include: daily operations, staff selection and accountability, parental relations and program public relations, transportation and nutrition, budgeting and purchasing. The director will also be responsible for other duties inherent with being an administrator.

The two program curriculum specialists will design and implement the literacy and mathematical curriculum of the program. These individuals will provide professional development for thematic, hands-on, and student-centered instruction. The specialists (along with the director) will order and assign instructional related materials, monitor classroom procedures, and participate in weekly planning sessions with teachers.

Four literacy instructors and four math instructors will provide the direct instruction to the students. Teachers will also participate in pre-program staff development and weekly collaboration and planning sessions with the program director and curriculum specialist.

One school-based security officer (along with the director) will monitor the campus and program activities for compliance and safety. This officer will not work during designated collaboration and professional development days.

Program Length and Time

The After-School Enrichment Program will operate for 12 weeks beginning the first week of the second quarter through the week preceding the administration of the ACTAAP Assessment. Students will meet twice weekly for a total of 3 hours of instruction (1.5 in literacy and 1.5 in math). Staff will meet on a third day for planning, collaboration, and program evaluation. The program curriculum specialists along with teachers will develop and administer periodic assessments to monitor student's progress and if needed to modify curriculum. The program director will provide oversight and accountability for these tasks.

Program Nutrition

The LRSD Food and Nutrition Department has approved and will provide snacks for the duration of the program. Designated areas will be used for food storage. The program director will daily distribute snacks to classrooms where the teachers will distribute directly to the students.

Program Transportation

Transportation will be provided for those students who reside in the city of Little Rock. Out of district magnet students must have parental transportation. For the 12 week program, 3 buses will be required twice weekly. Bus routes will be determined by First Student in consultation with the program director.

Program Supplies and Materials

The program director and curriculum specialists will review and purchase after-school curriculum programs that meet the specific needs of the program. The budgeted amount for this program will be based upon available competitive and efficient learning systems that challenge students through thematic, hands-on, student-centered learning activities. Textbooks, worksheets, and other instructional items used during the normal school day will not be used for after-school enrichment. Curriculum instructional materials will be available for 11 staff members and 120 students.

Other supplies, such as paper, writing utensils, presentation boards, etc. will be purchased through LRSD procurement.

2015-16 General Description Report for PD- State 223

School:	Horace Mann Magnet Middle School	LEA #	6001003
Revenue:	32256	Source of Funds:	223
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the PD programs, positions, and other expenditures.

The math and literacy facilitators offer PD through our Professional Learning Communities. The topics are based on needs indicated by student data, researched-based strategies, and school and/or district initiatives, and teachers' suggestions as reported on a teacher questionnaire. Some PD sessions are on-going and are offered repeatedly to promote the transference of knowledge into the classroom. Likewise, administrators have been asked to look for the implementation of various strategies when reviewing teachers' lesson plans. Weekly, administrators meet to discuss instructional concerns identified during classroom observations. These concerns influence PD decisions. Faculty meetings are PD opportunities as they center on topics that advance instructional strategies and practices. Funds have been allocated for facilitators' salaries, teachers' conference registrations, PD materials, consultant fees, etc. Each PD sessions includes a survey that assesses the quality, relevance, and implementation of the PD.