**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
                  Sondra Aguilera, Chief Academic Officer

Meeting Date August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Horace Mann
                  Elementary School

Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student
                       Achievement (SPSA) for Horace Mann Elementary School.

Background   In accordance with Education Code 64001, the School Plan for Student
                       Achievement (SPSA) shall be reviewed annually and updated, including proposed
                       expenditure of funds allocated to the school through the Consolidated Application
                       and the Local Control and Accountability Plan (LCAP) by the School Site Council
                       (SSC). The plans shall also be reviewed and approved by the governing board of
                       the local education agency at a regularly scheduled meeting. The purpose of the
                       SPSA is to coordinate all educational services at the school. The plan shall address
                       how funds provided to the school will be used to improve academic performance
                       of all pupils to the level of the proficiency goals, as established by the California
                       Department of Education.

Discussion   The SPSA builds on a premise that students are capable of learning with effective
                       instruction and includes school goals aligned with activities, provides analysis of
                       student performance data, focuses on student achievement and academic
                       intervention, implements high leverage school quality improvement actions,
                       directs resources where they will most impact student achievement, ensures that
                       all resources are aligned to serve identified student needs, and identifies parent
                       involvement activities associated with student success.

Fiscal Impact   The programs listed below are reported in the Consolidated Application
                       and allocated to school sites through the School Plan for Student
                       Achievement (SPSA):
                       ● Title I, Part A, including Comprehensive Support & Improvement Grant
                       ● Title IV, Parts A and B
                       ● After School Education and Safety (ASES)

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Horace Mann
                         Elementary School

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School:	**Horace Mann Elementary School**	**Board Office Use: Legislative File Info.**
CDS Code:	1612596001929	**File ID Number:** 22-1695
Principal:	Tammie Adams	**Introduction Date:** 8/24/2022
Date of this revision:	4/28/20	**Enactment Number:** 22-1467
		Enactment Date: 8-24-2022 CJH

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact:	Tammie Adams	**Position:**	Principal
Address:	5222 Ygnacio Avenue	**Telephone:**	510-879-1360
	Oakland, CA 94601	**Email:**	tammie.adams@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/28/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Horace Mann Elementary School   **Site Number:** 136

[X] Title I Schoolwide Program	[X] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[X] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:
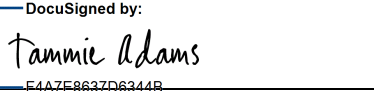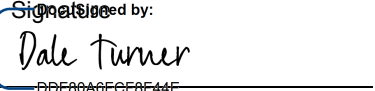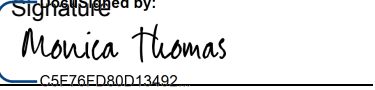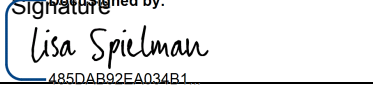
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: **4/28/2022**

6. The public was alerted about the meeting(s) through one of the following:

   [x] Flyers in students' home languages   [ ] Announcement at a public meeting   [x] Other (notices, ParentSquare blasts, etc.)

Signatures:

Tammie Adams	*Tammie Adams*	4/30/2022
Principal	Signature	Date
Dale Turner	*Dale Turner*	4/30/2022
SSC Chairperson	Signature	Date
Monica Thomas	*Monica Thomas*	4/30/2022
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	5/2/2022
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Horace Mann Elementary School   **Site Number:** 136

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/4/2022	ILT	Reviewed 22-23 budget in order to determine priorities
12/22/2021	Staff	Complete survey to review instructional priorities and rank non-personnel items funded by our school budget in order to determine needs for next year.
1/6/2022	SSC	Review and approve spending for Title 1 student, parent and Title 4 funding.
2/14/2022	Staff	Review teaching practices for each District Strategy to determine what to keep, stop, or start.
2/24/2022	SSC	Review District Strategy of Conditions for Students Learning to determine what to keep, stop or start.
4/12/2022	ILT	Reviewed 22-23 budget and teaching practices
4/28/2022	SSC	Reviewed and approved 22-23 budget and SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$77,900.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$607,641.35

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$71,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$10,680.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$1,900.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$135,805.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$4,750.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$180,112.58	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$77,900.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$529,741.35**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$607,641.35**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Horace Mann Elementary School	**School ID:** 136

School Description

We are a neighborhood TK-5 elementary school located in East Oakland near Fremont High School and the Melrose Library. Our 12 classroom teachers and support staff strive daily to provide our students with the personal, academic, and technological skills needed to be successful in the 21st Century. To that end, we keep class sizes relatively small so every voice can be heard. Across curriculum, we facilitate collaborative learning teams to broaden individual understanding, foster teamwork, and explore group dynamics. At Horace Mann, we focus on literacy. Using a balanced literacy approach in a blended learning environment - with extended day support from an academic literacy-based afterschool program, parents, and our PBIS Team - we developed a plan ensuring that every Horace Mann student reads at or above grade level by the end of 5th Grade. This means that our students will be ready to succeed in middle school, high school, college and beyond.

School Mission and Vision

Our mission here, is to instill a love of learning in each child, an empathetic nature, and intrinsic apreciation for their community, and the grade level skills needed to succeed in middle school. Along with developing soical emotional grounding stratgies, Common Core mathematical concepts, and personal technological abilities, our main focus is to assure all students read at their grade level or above, by the time they go to middle school. Using initial and ongoing assessments, all students are placed on a multi-year personal trajectory towards reaching that ultimate goal, with incremental goals set each year, which we monitor, adjust and revise as needed - on a month to month basis. To that end, all students receive a solid block of Balanced Literacy daily in the classroom. Within that block - which includes Reading and Writing Workshops, we employ rotation-based Blended Learning for daily differention. Beyond that block, we add a strong Intervention Program where at -risk students are identified, assessed and given specified addtional literacy support - individually and in small groups - from a Reading Specialist and support staff. We also employ an academic After School Literacy Program where students reading at "less than proficient" are given an additonal hour of Literacy daily.

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	19%	*not available until Fall 2022*	40%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	16%	*not available until Fall 2022*	30%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	7%	*not available until Fall 2022*	30%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-132.5	n/a	*not available until Fall 2022*	-120
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	7%	*not available until Fall 2022*	20%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-120.7	n/a	*not available until Fall 2022*	-110
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	20%
CAST (Science) at or above Standard	All Students	2%	n/a	*not available until Fall 2022*	10%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-113.6	n/a	*not available until Fall 2022*	-95.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-155.4	n/a	*not available until Fall 2022*	-130.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	*not available until Fall 2022*	16%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-112.3	n/a	*not available until Fall 2022*	-95.0
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-146.6	n/a	*not available until Fall 2022*	-125.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	2%	1%	*not available until Fall 2022*	5%
LTEL Reclassification	Long-Term English Learners	0%	0%	*not available until Fall 2022*	3%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	64%	76%	*not available until Fall 2022*	90%
Out-of-School Suspensions	All Students	0%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	African American Students	0%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	*not available until Fall 2022*	0%
Chronic Absenteeism	All Students	25%	30%	*not available until Fall 2022*	23%
Chronic Absenteeism	African American Students	42%	38%	*not available until Fall 2022*	33%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	95%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	95%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths

LCAP Goal 1: College/Career Readiness	*3rd grade: 6 students scores increased between 10-23% *4th grade: 13 students scores increased between 10 - 50% *5th grade: 10 students scores increased between 10-67% *33% of kinders scored at early or mid grade level on fall diagnostic assessment *12 kinders scored at SIPPS ready in the fall *Decreased students who scored at 2yrs below grade level by 18% in 1st grade *Increased 2nd grade students who scored at proficient from 0% to 30% on iReady Math assessment and decreased students who scored at below from 64% to 36% * Increased 4th grade students who scored at proficient from 3.2% to 22.6% on iReady math assessment and decreased students who scored at below from 64% to 19% *Increased 5th grade students who scored at proficient from 0% to 16.7% on iReady math assessment and decreased students who scored at below from 71.4% to 26.2%	*Providing time for teachers to look at the Standards Mastery assessment. *Students take the pre-assessment and teachers analyze the data to determine the focal standard for each cycle. *Teachers progress monitor through the cycle throuh exit tickets and student work. *Strong focus on Word Study through differentiated instruction. *Supporting students who were not SIPPS ready with targeted in struction. *Identifying focal standards and unpacking to create smaller learning targets for each lesson * Consistently analyzing student work to determine misconceptions in math and identify what students have learned. *Provide multiple opportunities for students to use language to explain how they solved a problem. *Teachers take assessment to have the student experience.
LCAP Goal 2: Focal Student Supports	*AA students increased from 4% to 14% at early/mid grade level on diagnostic *Decreased % of students who scored 2+ years below grade level from 62% to 52% *Increased % of AA students who scored at proficient from 0% to 12.9% *Increased % of Latino students who scored at proficient from 0% to 17.9%	* Focus on academic discussions to support students to deepen their understanding of the complex text. *Providing addtional supports/sentence frames so that all students have access to content.

LCAP Goal 3: Student/Family Supports	*0% suspensions *Reduction in office referrals across the school	*Case Manager is providing social skills groups as well as Tier 3 intervention for students who are struggling with reading, which is boosting their confidence and participation in class. *RJ circles being conducted to resolve conflicts *Family RJ circles conducted to bridge the gap between home and school
LCAP Goal 4: Staff Supports	*100% Teacher retention *90% of teachers are bringing student work to analyze during PLC *90% of teachers complete weekly feedback form that help guide the structure of PD	*Conditions for adults are set at the beginning of the year that lay out expectations for the year. * Provide time for teachers to share best practices during PD *Provide time for teachers to collaborate with and across grades.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

LCAP Goal 1: College/Career Readiness	*64% of students scored 2+ years below grade level on ELA standards mastery. *Inconsistent collection of DIBELS data for 1st & 2nd *67% of Kinders scored below grade level on diagnostic *86% of 3rd graders scored at beginning level on math standards mastery *88% of 5th grade scored at beginning level on math standards mastery *0% of 3rd grade students moved to proficient between pre/post assessment	*New assessments with little training for teachers. *Inconsistent practice of students doing the heavy lifting across the school. *Scaffolds are not gradually released so that students are increasing their skills. *Some SIPPS groups were too big because of a lack of personnel. *When planning, teachers are not anticipating student responses which prevent them from monitoring student work with the end goal in mind. *Students are limited in their opportunity to engage in productive struggle.
LCAP Goal 2: Focal Student Supports	*Students learning English are not making progress based on iReady assessments. *Students are not reclassifying and are struggling with the reading and writing portion of ELPAC. *71% of Latino students are 2+ years below grade level based on ELA iReady assessments. *52% of AA students are 2+ years below grade level on ELA iReady assessments.	*Inconsistent practice of designated ELD across the school. *Integrated ELD consists mostly of providing students with sentence frames *GLAD strategies are not used consistently across the site.

LCAP Goal 3: Student/Family Supports	*Pacific Islander families report decline in positive responses on CHKS. *Family Engagement is low in Parent Cafe *Not all teachers were able to build relationships with all families at the beginning of the year. *Families want more time to engage with teachers and staff *Parent workshops were limited to K/1 only *Students are teasing one another and struggling with peer relationships *Some students are leaving class and report feeling angry often	*All cultures are not represented throughout the school; students are unable to "see" themselves in the school. *No clear scope and sequence developed for Parent Cafe *Topics for Parent Cafe were not developed in collaboration with parents. * A disconnect with parents due to distant learning, parents and staff use to check in with each other before or after school during dropping off or picking up times. * One week of minimum days for parent home visits was not enough time. *Students are struggling with their own identity as well as self-esteem. *Students lack the relationship skills needed to interact appropriately with peers.
LCAP Goal 4: Staff Supports	*Teachers expressed needing more structure for backwards mapping from assessments. *Inconsistent depth of unpacking standards and creating learning targets that represent the lessons within a unit.	*Providing a model of backwards mapping and a creation of learning targets when unpacking standards is needed for teachers to have a clear picture of ways to complete the work.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

*Funds that are allocated to our school are based upon the 20 day enrollment count however, many students come into our school well after the 20th day and this year many of those students are newcomers and teachers are not effectively trained to implement supports for newcomers. Additionally, we do not receive additional funds to support those students or provide professional development for teachers for the following year.
*As compared to other schools in OUSD, our parent group is not able to raise enough money to fund any full time positions if the budget doesn't allocate money for necessary staff - Example RJ Coordinator, this prevents us from having consistent supports for students from year to year.
*Factors used to determine allocation of concentration dollars do not represent the community in which our school is placed. As a result, the amount of funds are limited as our area isn't "dangerous" enough to warrant an increase of concentration dollars.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Horace Mann Elementary School	**SPSA Year Reviewed:** 2021-22
	SPSA Link: 2021-22 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Due to ESSER funds, we were able to add a Case Manager to our site who not only provides Social Skills groups for students, but is also trained to provide 1:1 intense reading intervention for students. Our plan called for K-3 teachers to implement SIPPS based on the Placement data, however, we decided to build in a block time for school wide phonics instruction. A contract with Solution Tree was provided to support teachers to build a shared understanding of PLCs and to support teachers to determine their instructional response after analyzing student data. Acceleration Teacher was hired to work with students who are newcomers and LTELs. However, the position was vacated early on in the year and the position was never filled. Strategies through designated and integrated ELD were used to support general ed teachers.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Our focus this year on school wide differentiated phonics has been a challenging but worthwhile endeavor. Assessing every student to identify their foundational needs has assisted us in identifying the specific supports students need and collectively we are able to provide them with targeted instruction. Our deep work with PLCs provided time for teachers to unpack focal standards and create learning targets aligned to the standards. Teachers were also able to use PLC time to backwards map Language Arts and Math units from summative assessments to determine the skills students need to learn. A strong focus on building community through morning meetings using our Caring Schools curriculum has helped to create a safe environment for our students. During PLC time, teachers are also able to review and analyze student work in order to determine their next instructional response. Leaders are providing space for teachers to provide feedback around professional development. Teachers are able to share best practices during PD which opens the door for more collaboration across grades.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

Better systems will be in place to track students for differentiated Word Study time. In the Language and Literacy section, we will dedicate more time to professional development for using the Word Study curriculum (SIPPS). In math, we will have a new curriculum next year, so there will need to be time dedicated to backwards mapping units, exploring the curriculum and assessments. Our students who speak a language other than English will be our priority next year. We will provide more professional development around designated and integrated ELD. Teachers will use PLC time to analyze data from our students who speak other languages as our focal students.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Prep Teacher	i-Ready Reading at or above Mid-Grade	Provide additional support for all K-5 students in the areas of Literacy and Math through online programs in the Computer Lab. Support students through the use of iReady, Newsela, Flocabulary, ST Math or Starfall to supplement core literacy and math instruction.	Each class is provided with 50 min per week of designated time to use online programs to supplement their core literacy instruction. One challenge is that there is inconsistent alignment between the work students complete using the online programs and the standards being addressed during class.	We will continue to provide each class with 50 min. per week of designated time to use online programs. One thing that will change is that at the beginning of each cycle, the teacher will identfy online programs that align to the focal standards for each grade level.
Teacher Extended Contracts	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers work after contractual hours to plan core and intervention lessons that align to ALL Block and Labs within the EL Ed Curriculum. Instructional Leadership team also meets to plan focal standards and focal teaching practice for each professional development cycle.	The teachers who are using this paid time to work collaboratively are engaged in discussions about student learning. They are focused on objectives of lessons or small group instruction aligned to standards and based on data. Not all teachers are taking advantage of the paid time which causes some inconsistencies in implementation of lessons.	Continue to provide paid opportunities for teachers to plan lessons collectively. Create a scope and sequence of dates, so that all teachers are aware and can plan accordingly.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Horace Mann Elementary School	School ID: 136

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	Strengthen adult SEL competency and capacity to foster a culture of community and create a safe learning environment.
School Theory of Change:	**If** teachers receive professional development to use the Caring Schools Community curriculum for daily morning circles in collaboration with the Toolbox Tools, and if the RJ Facilitator supports teachers to facilitate repair and welcome circles consistently, **Then**, teachers will build community and create an intellectually safe environment for students. **As a result**, students will feel connected to one another, their classroom and the school, which will foster a love for school and increase attendance and decrease bullying.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will use CSC curriculum to implement daily morning meetings while incorporating Toolbox Tools in order to uild relationships and create a sense of community among the students.	Admin will provide PD for teachers to spotlight best practices and unpack SEL standards. SEL program manager and admin will conduct ongoing walkthroughs and provide feedback of morning circles for teachers. Admin will use the curriculum to guide the focus of morning meetings through schoolwide announcements each morning.	Class observations using the Evidence of Classroom Implementation matrix to provide feedback to teachers. Identify focal descriptors for teachers to shift their practice. PD Agendas & notes - unpacking the SEL Standards and reflecting on our own practice with students, families and each other. URF data to assess fidelity of SEL Curriculum School wide Climate Survey 2x per year		Tier 1

1-2	RJ Facilitator will model for and support teachers to use restorative practices to resolve conflicts and mediate conversations between students. Teachers will consistently model using the Toolbox tools that support resolving conflicts.	RJ Facilitator will provide PD for teachers on repair, harm and welcome circles. RJ Facilitator will support and reinforce best practices taught during PD. RJ Facitator will push into classrooms to montior RJ circles. Facilitator will use site observation tracker and provide feedback to teachers and follow up to monitor implementation.	Notes from the observation tracker and data put into the RJ dashboard. Feedback forms from PD.		Tier 1 Tier 2
1-3	Teachers will explicitly model and teach expected behaviors in each of the common areas. Review each area daily for the first month of school. Teachers will include pictures of expected behaviors to provide access for students learning English. Teachers will make a home/school connection by creating a homework project that demonstrates the expected behaviors with their families. Teachers will repeat expectation rotations after each long vacation.	PBIS team and admin will create a rotation schedule and provide teachers with example lesson plans for each common area. Team will model and provide time for teachers to practice lessons and receive feedback during PD. Admin will introduce the expectations to families during Back to School Night.	Sample lesson plans Feedback forms		Tier 1

1-4	Teachers will introduce Tier 1 monthly attendance incentives through school wide attendance challenges. Teachers will communicate the attendance challenge to families at the beginning of each month.	Attendance Team will create monthly challenges in order to monitor Tier 1 attendance. Team will meet bi-monthly in order to identify at risk classrooms as well as specific students. A team member will communicate the monthly challenge winning classrooms to families.	Data analysis during COST meetings and Attendance Team Meeting Agendas		Tier 1
1-5	Teachers will build relationships with families by making phone calls home when students miss more than 2 days of school.	Attendance Team will identify students from the "attendane watch list" to monitor for their attendance. Team will provide sample "script" for teachers to use to support families.	Call Logs Daily attendance reports		Tier 2
1-6	Teachers will create classroom culture plans that include routines and procedures that are clear, effective and culturally responsive in order to interrupt racist outcomes and maximize instructional time. Teachers will use Toolbox Tools and positive narration to redirect students to reinforce routines by grounding them in their learning purpose.	PBIS specialist and Admin will conduct walkthroughs. Culture & Equity Team will monitor Classroom Culture Plans and analyze the data of classroom referrals. Admin will provide PD for teachers to build a shared understanding to identify racist practices within classroom routines and procedures and interrupt them so that the cultural background of students are seen as strengths and assets.	PBIS Tier 1 assessment Observation Tracker Classroom Culture Plans		

#					
1-7	Teachers will use first two weeks of school to conduct virtual or in-person home visits to build relationships with families and learn more about students. Teachers will collect and use data about students to help determine groupings in class.	Leadership will provide minimum days to allow teachers time to conduct conferences. Provide sample questions teachers can use to build relationships with families. Admin will set up a school wide meet and greet on the first day of school so that families can register for home visits.	Parent Conference/Virtual Home Visit Sign up Sheet Completed Classroom Information Sheet		Tier 1
1-8	RJ Facilitator will identify and train students to conduct peer RJ circles.	RJ Facilitator will provide PD for teachers about Peer RJ in order to help them identify students.	Feedback from PD Student feedback from training		Tier 2

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**					
School Priority:	Mathematics - Math Curriculum Implementation				
School Theory of Change:	If we provide foundational professional development and coaching support for the new math curriculum to all staff in curriculum planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students' to become college and career ready, problem solvers, collaborators, communicators, and owners of the math.				
Related Goal(s):	Increase in i-Ready Standards Mastery and Diagnostic Proficiency Increase in SBAC Math proficiency				
Students to be served by these actions:	*All Students*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**

2-1	Teachers backwards planning using new curriculum and pacing guide	Admin will use pre-service week to provide time for teachers to unpack standards by trimester/unit.	End of Unit assessments. iReady Assessment data. Scope and sequence of lessons. Standards unpacking document		Tier 1
2-2	All Teachers attend foundational curriculum training	Admin will schedule and advise all teachers of the summer professional development opportunities	Teacher attendance		Tier 1
2-3	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	Admin will provide a cyclical structure for teachers to plan lessons, analyze student work, determine next instructional steps during PLCs. At the end of each cycle, teachers will meet with grade level above to vertically align vocabulary and strategy implementation, as well as rigor.	PLC planning documents. Completed lesson plans. Student data analysis protocol.		Tier 1
2-4	3rd - 5th grade teachers will backwards map Math Standards Mastery or IAB's to identify the concepts and standards to be taught in newly adopted curriculum. Provide time for students to take the Pre/Post assessment.	Admin will provide time during PD/PLC at the beginning of each trimester to allow teachers to work collaboratively.	Unpacking Standards document Scope and sequence of the unit Improved iReady Standards Mastery assessment		

2-5	Computer teacher will provide supplemental support for core program to allow additional practice through online programs.	Admin will provide time for teachers to connect with Computer teacher to determine standards/concepts addressed in online programs.	iready instruction path data new curriculum online data	*64% of students scored 2+ years below grade level on ELA standards mastery. *Inconsistent collection of DIBELS data for 1st & 2nd *67% of Kinders scored below grade level on diagnostic *86% of 3rd graders scored at beginning level on math standards mastery *88% of 5th grade scored at beginning level on math standards mastery	Tier 1
2-6	Acceleration teacher will provide targeted instruction for students who are progressing towards grade level standards.	Admin and teachers will use data to identify students close to proficiency. Admin and Acceleration teacher will use a tracker to monitor student progress.	improved iready math data scope and sequence of concepts		Tier 2
2-7	Teachers will plan using the 5 practices to orchestrate productive academic discussions: anticipating, monitoring, selecting, sequencing, connecting.	Admin will provide PD for teachers to learn the 5 practices and provide time during PD/PLC to plan lessons	lesson plans feedback from PD		Tier 1

2-8	Teachers will provide parent workshops to assist families as they support their children with math.	Help families sign up for the online supports so they have access. Schedule monthly time for parents to attend Parent Workshops.	Sign in sheets Parent feedback	*Pacific Islander families report decline in positive responses on CHKS. *Family Engagement is low in Parent Cafe *Not all teachers were able to build relationships with all families at the beginning of the year. *Families want more time to engage with teachers and staff *Parent workshops were limited to K/1 only *Students are teasing one another and struggling with peer relationships *Some students are leaving class and report feeling angry often	Tier 1

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority:	Building reading comprehension through direct explicit instruction of Word Recognition and Language Comprehension

	School Theory of Change:	If K-3 teachers consistently implement and progress monitor SIPPS instruction and K-5 teachers implement EL Education Modules with integrity, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to provide timely and specific feedback, then higher percentages of students will show significant gains in: * decoding skills as evidenced by SIPPS Mastery Tests *RI, iReady Diagnostic and Standards Mastery Tests and SBAC * students will actively participate in standards based instruction * students will engage with culturally responsive curriculum * students will engage in productive struggle around complex text and take ownership of their education * students will engage in academic discussions that deepen their understanding of complex text * students will respond to complex text through writing grounded in citing evidence from the text * students have opportunities to learn how language works and make meaning

Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.

Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.	*Admin and TSA will provide weekly professional development. *Admin and TSA will conduct weekly walkthroughs with a focus connected to the PD and provide feedback to teachers and look for implementation of feedback the following week. *Work with central office ELA Coordinator to assist with PD and walkthroughs	*Use of observation tracker to allow leadership to notate observations as well as feedback given to teachers and name shifts in instruction observed. * PD Feedback will help to identify the needs of teachers. *Teacher schedules that show times for Close/Shared Reading lessons 3 times per week.		Tier 1

3-2	Teachers will use PLC time to analyze student writing in order to determine the extent to which the objective of the lesson/unit was achieved. Teachers will describe next steps to build on student learning, address student misunderstandings, or enhance a teaching practice that was tried.	Principal and TSA will create cycles of inquiry for PLCs that allows teachers to consistently plan lessons, analyze student writing tasks, monitor and adjust instructional practices. Teachers will use Think Alone time to monitor student learning and name the instructional shifts needed to assist students in meeting objectives.	Principal and ITL will monitor and document meetings PLC agendas and notes stating next steps		Tier 1
3-3	PLCs will unpack focal standards to create learning targets aligned to EL Ed curriculum. Teachers will engage in lesson study to plan lessons, engage in peer observations and analyze student work during debrief in order to determine what students learned, what students didn't learn and the appropriate instructional response.	Admin will provide additional time and a template for teachers to use to unpack standards. STIP Sub and additional subs will be used to support teachers for Peer Observations and debrief.	Standards Unpacking Template PLC notes Lesson Plans Debrief Notes	*Teachers expressed needing more structure for backwards mapping from assessments. *Inconsistent depth of unpacking standards and creating learning targets that represent the lessons within a unit.	Tier 1
3-4	Teachers will plan using the 5 practices to orchestrate productive academic discussions: anticipating, monitoring, selecting, sequencing, connecting. This will allow opportunities for students learning English to engage in classroom discussions.	Admin will provide PD for teachers to learn the 5 practices and provide time during PD/PLC to plan lessons	lesson plans feedback from PD		

3-5	Teachers will analyze curriculum formative assessments and Standards Mastery or IAB data during end of trimester data conferences with the principal and TSA. We will monitor progress, reflect on best practices, adjust instruction to support, ELLs, newcomers, strugging and GATE students accordingly. Teachers will determine the best format for intervention: whole group, small group or individual conferring.	The Instructional Leadership Team (ILT) will meet to synthesize data from grade level academic accountability conferences. The ILT will use data to set cycle goals, identify focal standards, name targeted instructional practice teachers will use in order to improve student outcomes. ILT will identify school-wide trends of strengths and trends of concerns in addition to analyzing root causes for each trend and use that information to plan next steps for professional learning, coaching, and intervention.TSA will provide template for synthesizing data at a PLC. Instructional Leadership Team (ILT) will meet bi-monthly to plan the next six-week cycle.	Principal and TSA will monitor and document meetings. ILT agendas and notes. PD cycle plan including topics for each week and the coaching schedule for observations and feedback.		Tier 1
3-6	K-5 Teachers will use SIPPS Placement Test data to create Word Study small groups at the beginning of the year. Teachers, Intervention Teacher, Early Literacy Tutors and Girls Inc facilitators will create fluid groups in order to teach Word Study for students at their appropriate level. Teachers will monitor student progress through Mastery Tests and adjust groups as needed.	TSA, Early Literacy Lead Teacher will provide PD for teachers around implementing SIPPS & Heggerty curriculum and administering assessments to record data. Admin and Early Literacy Central coach will conduct walkthroughs using SIPPS rubric and provide teachers with feedback to adjust instruction. TSA and Admin will provide time during PLC for K-3 teachers to analyze data and adjust groupings.	* Observation and Feedback forms for teachers * Scoring rubrics used during walkthroughs * Beginning, Extension and Challenge Mastery Tests * PLC agendas and feedback from PD		Tier 1

3-7	Teachers will analyze grade level complex text from EL Ed Curriculum to identify challenging words and figurative language. 4th & 5th grade teachers will create lessons that focus on vocabulary acquisition and use. Teachers will use PLC time to analyze student work and determine next instructional steps. Teachers will identify focal students to include subgroups of AA, ELLs, Foster Youth	TSA and Admin will create a cycle of inquiry around vocabulary acquisition and use and provide PD for teachers. They will provide time during PLC for teachers to plan lessons, engage in sharing best practices, analyze student work.	* Lesson plans * PLC Agendas *Pre/Post Cycle Goal data from teachers		
3-8	Computer teacher will provide supplemental support for core program to allow additional practice through online programs. Teachers will analyze iReady instruction path for students to determine if lessons are appropriate for students or adjustments need to be made based on student data.	Admin will provide time for teachers to connect with Computer teacher to determine standards/concepts addressed in online programs. Admin/TSA will provide teachers with data reports to analyze and support with instructional decisions.	iready instruction path data	*64% of students scored 2+ years below grade level on ELA standards mastery. *Inconsistent collection of DIBELS data for 1st & 2nd *67% of Kinders scored below grade level on diagnostic *86% of 3rd graders scored at beginning level on math standards mastery *88% of 5th grade scored at beginning level on math standards mastery	Tier 2
3-9	Teachers will unpack modules to identify and explicitly teach Tier 2/3 vocabulary needed for the end of module performance task.	Admin will provide PD for teachers to identify strategies to support vocabulary instruction. Admin will provide PLC time to unpack modules and complex text to select Tier 2/3 vocabulary.	Teacher feedback from PD Teacher observation and feedback		Tier 1

#					
3-10	Teachers will provide parent workshops to assist families as they support their children with literacy	Help families sign up for the online supports so they have access. Schedule monthly time for parents to attend Parent Workshops.	Sign in sheets Parent feedback		Tier 1
3-11	Acceleration Teacher will provide targeted foundational skills instruction for K-2 students who are approaching grade level. Reading Intervention teacher will provide targeted comprehension instruction for 3-5 students who are approaching grade level. Case manager will provide 1:1 reading intervention for students who are multiple years below grade level.	Admin, Acceleration and Intervention Teacher and Case Manager will use iReady benchmark Diagnostic or Standards Mastery assessment data to identify students.	Improved iReady scores Intervention tracker		Tier 2 Tier 3

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	Building Capacity for a Strong Professional Learning Community to promote an Anti-Racist Learning Culture
School Theory of Change:	If administration: * sets expectations and conditions for what a collaborative culture of teaching and learning looks like, * grounds the work in collaborative norms and informed by professional standards, * builds the capacity of ILT to lead collaborative spaces focused on student and professional growth, then: * teachers will engage in individual and collective professional learning that results in continuous improvement and high performance.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	Teachers work collaboratively to build relational trust by articulating how individual contributions lead to the collective success of the school. Teacher teams set norms for their collaborative work.	Admin provide time and space during pre-service days to build community with staff. Use a range of communication and systems that allow teachers to participate as an individual, in partnerships, small group and whole group.	CSC Faculty Questionairre Community Building feedback Team Charters		Tier 1
4-2	Teachers will regularly learn from one another in professional learning communities of practice by sharing student work, data and effective classroom practices, and engage in public learning protocols.	Admin and ILT will collectively assess and revise peer learning systems in order to ensure they support teachers to improve practice. Leadership will provide time for teachers to independently reflect on student outcomes, then have time to work with grade level partner(s).	Think Alone/Think Together document Pre-Post PLC self-assessment rubric		Tier 1
4-3	Teachers will focus on data points that are predictable by race and use an anti-racist lens to make adjustments to practices.	Use Heros PE time for teacher, admin and TSA to observe across grade levels. Teacher will debrief with Admin and TSA Provide feedback to observed teacher ILT will lead PLCs through protocols that use an anti-racist lens for analyzing data and supporting focal student groups	Feedback notes Debrief Notes Observation notes PLC Agendas and meeting notes ILT Agendas and meeting notes Focal student data		Tier 1
4-4	Teachers will consistently provide feedback at the end of professional development that indicates the information gained through PD, how information will be applied and ways PD can be structured to better meet their needs.	Admin/ITL will create google feedback form for every PD and use data to refine professional learning. ILT will review feedback to determine adjustments needed for future PDs.	Feedback spreadsheet Professional development Arc		Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	All Black students feel safe and sense of belonging at school. All Black Students are physically and emotionally healthy, academically prepared and families/students are empowered and engaged daily.
School Theory of Change:	**If** teachers conduct virtual home visits to build relationships with Black families to learn about the strengths of students, **and** teachers include the interests of students in the planning of lessons **then** students will feel a sense of belonging, which will decrease chronic absence and increase feelings of connectedness at to the staff and the school. Leadership will provide PD around characteristics of white supremacy culture and the difference between discourse 1 and 2 so that all staff create an anti-racist learning enviornment for all.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	Admin will provide two weeks of minimum days so that teachers have enough time to meet with all families.	Teacher Home Visit Logs Feedback from families		Tier 1
5-2	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	PD Agendas Feedback from teachers		Tier 1
5-3	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	Team Charters PLC notes		Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-4	Case Manager will create research projects around identity and self love for Black boys and girls	Through COST and teacher referrals, Admin and Case Manager will identify students who need additional support in order to feel affirmed and loved.	Attendance Sheet Pre/Post Self-Identity Survey Google Slide presentations		Tier 2
5-5	Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	Provide PD that allows teachers to unpack standards, plan standards aligned lessons and analyze student work. Create a cycle of observation and feedback that specifically identifies how teachers are engaging Black students in lessons.	PD Feedback Observation Tracker Lesson Plans		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)	
School Priority:	Increase Reclassification rates through consistent designated and integrated ELD instruction
School Theory of Change:	If we provide daily integrated English Language Development focusing on increasing Academic Conversation across all curriculum throughout the day to all students in addition to 30 minutes designated ELD instruction for our English Language Learners and 60 minutes for Y1 and Y2 newcomers, then our ELLs will demonstrate growth as seen in our Reclassification Rates and ELPAC results.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	English Language Learners

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	All ELs will have access to at least 120 minutes weekly designated ELD instruction focused on explicitly teaching both langauge forms and vocabulary of English, via district-recommended Newcomer and other ELD curricula, EL Ed Language Dives, sentence patterning charts, sentence unpacking, or other designated ELD-appropriate instructional strategies.	Principal, TSA, and/or Intervention teacher will provide support in the form of scheduling and curriculum materials access. Provide PD focusing on Designated ELD curricula and strategies. Provide feedback on designated ELD curriculum decisions through lesson plans and/or weekly learning walks using relevant portions of an ELD observation tool.	Quantitative evidence of schoolwide structures: Weekly implementation of ELD observable in special every-day-of-the-week diagnostic learnign walk. Qualitative evidence of growth in use of best practices in curriculum and strategy selection via review of lesson plans or learning walk notes.		Tier 1
6-2	Teachers will use Language Dives from EL Ed Modules to teach Designated ELD. These will include the deconstruction, reconstruction and application of language features from one sentence from the grade level complex text. Teachers will focus on the language features of the language dives in order to support students with the writing task in the ELA curriculum.	Admin and ELLMA Specialist will provide PD for teachers to learn to code sentences for language features and support teachers to create language objectives. Admin and ELLMA specialist will learning walks in order to support implementation of Language Dives and provide teachers with feedback.	ELL Site Review data PD Feedback Academic Discussion feedback		Tier 1
6-3	Acceleration teacher will provide additional instruction for ELLs who are progressing based on iReady assessments. Instruction will include the 5 practices that promote academic discussions.	Admin and Acceleration teacher will analyze data to identify students who scored progressing on iReady assessments.	Improved iReady assessments		Tier 2

6-4	Teachers will differentiate instruction by meeting with small groups using a blended learning rotation model in which some students work on Imagine Learning, some students work independently and others work with the teacher in order to provide access for newcomers, ELLs, LTELs. Ensure use of Imagine Learning (15 min) Data Protocol at staff meetings or PLCs on regular basis, to analyze students progress and plan next steps / differentiation.	TSA and Tech lead will provide training on data analysis of Imagine Learning, blended learning and working in groups. Monitor weekly use of Imagine Learning.	Weekly Clever report Provide feedback to teachers about use of Imagine Learning and student progress	*Students learning English are not making progress based on iReady assessments. *Students are not reclassifying and are struggling with the reading and writing portion of ELPAC. *71% of Latino students are 2+ years below grade level based on ELA iReady assessments. *52% of AA students are 2+ years below grade level on ELA iReady assessments.	Tier 1
6-5	Teachers will assess students who are learning English using SIPPS placement test to determine instructional needs in Phonics. Students will be placed in appropriate level based on score.	Admin and Early Literacy Coach will analyze data and make groups for instruction. Teachers will be provided time to administer SIPPS Mastery tests and analyze data. Early Lit Coach will provide homeroom teachers with data and progress reports for ELLs.	SIPPS Mastery tests Improved Phonics, Phonemic Awareness and High Frequency word test scores		Tier 2

11-Month Teacher on Special Assignment (TSA)	$151,732	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	7375	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	K-5 Teachers will use SIPPS Placement Test data to create Word Study small groups at the beginning of the year. Teachers, Intervention Teacher, Early Literacy Tutors and Girls Inc facilitators will create fluid groups in order to teach Word Study for students at their appropriate level. Teachers will monitor student progress through Mastery Tests and adjust groups as needed.	136-1
Case Manager	$89,856	One-Time COVID Funding	2405	Clerical Salaries	8960	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	*Admin and TSA will provide weekly professional development. *Admin and TSA will conduct weekly walkthroughs with a focus connected to the PD and provide feedback to teachers and look for implementation of feedback the following week. *Work with central office ELA Coordinator to assist with PD and walkthroughs	136-2
Classroom Supplies	$6,680	General Purpose Discretionary	4304	Classroom Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	PLCs will unpack focal standards to create learning targets aligned to EL Ed curriculum. Teachers will engage in lesson study to plan lessons, engage in peer observations and analyze student work during debrief in order to determine what students learned, what students didn't learn and the appropriate instructional response.	136-3
Contracts	$26,000	One-Time COVID Funding	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	K-5 Teachers will use SIPPS Placement Test data to create Word Study small groups at the beginning of the year. Teachers, Intervention Teacher, Early Literacy Tutors and Girls Inc facilitators will create fluid groups in order to teach Word Study for students at their appropriate level. Teachers will monitor student progress through Mastery Tests and adjust groups as needed.	136-4

Copier Maintenance	$1,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	PLCs will unpack focal standards to create learning targets aligned to EL Ed curriculum. Teachers will engage in lesson study to plan lessons, engage in peer observations and analyze student work during debrief in order to determine what students learned, what students didn't learn and the appropriate instructional response.	136-5
Extended Contracts	$16,000	Early Literacy Support Block (ELSB) Grant	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Multiple Years Below Grade Level	Use Heros PE time for teacher, admin and TSA to observe across grade levels. Teacher will debrief with Admin and TSA Provide feedback to observed teacher ILT will lead PLCs through protocols that use an anti-racist lens for analyzing data and supporting focal student groups	136-6
Extended Contracts	$4,081	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Acceleration teacher will provide targeted instruction for students who are progressing towards grade level standards.	136-7
Front Office Supplies	$3,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will plan using the 5 practices to orchestrate productive academic discussions: anticipating, monitoring, selecting, sequencing, connecting. This will allow opportunities for students learning English to engage in classroom discussions.	136-8
Heros Contract	$38,000	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Acceleration teacher will provide additional instruction for ELLs who are progressing based on iReady assessments. Instruction will include the 5 practices that promote academic discussions.	136-9
Instructional Supplies	$12,380	Early Literacy Support Block (ELSB) Grant	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers will introduce Tier 1 monthly attendance incentives through school wide attendance challenges. Teachers will communicate the attendance challenge to families at the beginning of each month.	136-10

Library Books	$20,000	Measure G: Library	4300	Materials & Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Computer teacher will provide supplemental support for core program to allow additional practice through online programs.	136-11
Library Furniture	$12,698	Measure G: Library	5600	Rentals, Leases & Repairs		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	RJ Facilitator will model for and support teachers to use restorative practices to resolve conflicts and mediate conversations between students. Teachers will consistently model using the Toolbox tools that support resolving conflicts.	136-12
Library Supplies	$10,000	Measure G: Library	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use Heros PE time for teacher, admin and TSA to observe across grade levels. Teacher will debrief with Admin and TSA Provide feedback to observed teacher ILT will lead PLCs through protocols that use an anti-racist lens for analyzing data and supporting focal student groups	136-13
Library Technician	$29,302	Measure G: Library	2205	Classified Support Salaries	8380	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Admin will provide time for teachers to connect with Computer teacher to determine standards/concepts addressed in online programs.	136-14
Prep/Enrichment Teacher	$20,151	LCFF Supplemental	1105	Certificated Teachers' Salaries	0293	Teacher Education Enhancement	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Computer teacher will provide supplemental support for core program to allow additional practice through online programs.	136-15
Prep/Enrichment Teacher	$67,169	Title I: Basic	1105	Certificated Teachers' Salaries	0293	Teacher Education Enhancement	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	PLCs will unpack focal standards to create learning targets aligned to EL Ed curriculum. Teachers will engage in lesson study to plan lessons, engage in peer observations and analyze student work during debrief in order to determine what students learned, what students didn't learn and the appropriate instructional response.	136-16

Restorative Justice Facilitator	$64,609	LCFF Supplemental	2205	Classified Support Salaries	7765	Restorative Justice Facilitator	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers will plan using the 5 practices to orchestrate productive academic discussions: anticipating, monitoring, selecting, sequencing, connecting. This will allow opportunities for students learning English to engage in classroom discussions.	136-17
Site Licenses	$4,154	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Acceleration teacher will provide additional instruction for ELLs who are progressing based on iReady assessments. Instruction will include the 5 practices that promote academic discussions.	136-18
Site Licenses	$8,892	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will create classroom culture plans that include routines and procedures that are clear, effective and culturally responsive in order to interrupt racist outcomes and maximize instructional time. Teachers will use Toolbox Tools and positive narration to redirect students to reinforce routines by grounding them in their learning purpose.	136-19
Site Licenses	$4,750	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Computer teacher will provide supplemental support for core program to allow additional practice through online programs.	136-20
Substitute Teacher Incentive Plan (STIP) Teacher	$73,541	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8677	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers will differentiate instruction by meeting with small groups using a blended learning rotation model in which some students work on Imagine Learning, some students work independently and others work with the teacher in order to provide access for newcomers, ELLs, LTELs. Ensure use of Imagine Learning (15 min) Data Protocol at staff meetings or PLCs on regular basis, to analyze students progress and plan next steps / differentiation.	136-21
Translation	$1,000	Title I: Parent Participation				n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Admin will provide time during PD/PLC at the beginning of each trimester to allow teachers to work collaboratively.	136-22

Workshops	$900	Title I: Parent Participation	5200	Travel And Conferences		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will build relationships with families by making phone calls home when students miss more than 2 days of school.	136-23
After School Program Contract	$131,144	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Teachers will introduce Tier 1 monthly attendance incentives through school wide attendance challenges. Teachers will communicate the attendance challenge to families at the beginning of each month.	136-24

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Horace Mann Elementary School

**agrees to implement the following engagement practices, in keeping with
Oakland Unified School District's Standards for Meaningful Family Engagement:**

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding monthly Parent Workshops beginning the second trimester that give parents strategies for working with their child in Language Arts and Math.

- Trimester Data Summits to explain the benchmark assessments.

- Annual Title 1 meeting to explain the academic goals for the year.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:
- Monthly School Site Council Meetings

- Annual Family Literacy Connection Night

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:
- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Monthly School Site Council Meeting

The school communicates to families about the school's Title I, Part A programs by:

- Annual Title 1 Meeting

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:
- Back to School Night

- Report Card Conferences in November and March

- Monthly Parent Workshops

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:
- Monthly Parent Newsletters

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:
- Conducting a Parent Volunteer Training

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:
- Monthly Parent Cafe's

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:
- Providing professional development for teachers through our Seneca Partners and the Family Engagement Team.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:
- School Site Council Meetings

- Trimester Data Dives

- Monthly Parent Workshops

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:
- Conducting School Site Council Meetings monthly

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:
- Conducting Family Literacy Night Family Science Night, Family Math Night

The school provides support for parent and family engagement activities requested by parents by:
- Conducting family surveys

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:
- Conducting Parent Workshops through Girls Inc and Seneca

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption
This policy was jointly developed and adopted by the Horace Mann Elementary School on September 8, 2021 and will be in effect for the period August 9, 2021 through May 27, 2021.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal   **Signature of Principal**
Tammie Adams   *Tammie Adams*

Date: September 8, 2021

Please attach the School-Parent Compact to this document.

School-Parent Compact

2021-22

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities
The school agrees to carry out the following responsibilities to the best of their ability:

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
- Access to EL Education for Language Arts that is aligned to the standards.
- Access to Math Expressions that is aligned to the standards.

2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
- Conferences will be held in November and March.

3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- Parents will receive a standards aligned report card and assist in understanding how to monitor and improve student achievement.
4) **Provide parents reasonable access to staff.**
- Provide access to staff through Parent Square, email, Google Classroom, See-Saw and Talking Points

5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

● Due to COVID guidelines, parents will only be allowed to volunteer in classrooms if they are cleared through Oakland Ed Fund Volunteer Program.

6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

● Monthly Parent Workshops will begin during Trimester 2. Activities will include a Literacy Class in order to support parents reading with their child.

7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
● All staff will use Parent Square, which automatically translates any communication into the family's home language.

Teacher Responsibilities
● *Communicate clear expectations for performance and progress to both students and parents.*
● *Strive to address the individual needs of the student.*
● *Provide a safe, positive and healthy learning environment.*
● *Teach grade level skills and concepts.*
● *Provide opportunities for differentiated instruction for students.*
● *Treat parents and students with respect and appreciate the diversity they bring.*

Parent Responsibilities
As a parent, I will support my child's learning in the following ways:

● Volunteer in my child's classroom if possible, as COVID guidelines allow.
● Participate in decisions related to the education of my child.
● Promote positive use of my child's extracurricular time.
● Provide an appropriate space for students to engage in school work at home.
● Participate in school activities such as Back to School Night, School Site Council, or other events.
● Complete the Daily Health Screener each day before my child comes to school.

- Attend all parent-teacher conferences.
- Make sure my child gets adequate sleep and is awake and at school on time.

Student Responsibilities

- *Wake up, get dressed, be prepared for school and arrive on time each day.*
- *Follow the Horace Mann Way of being safe, responsible and respectful in all areas of the school.*
- *Keep myself, my friends and my teachers safe by wearing my mask over my nose and my mouth each day.*
- *Use devices appropriately and safely and use features of the virtual space, such as the chat and icons respectfully and responsibly.*

This Compact will be adopted by the Horace Mann School Site Council during the December meeting and will be in effect for the period of August 9, 2021 to May 28, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before December 17, 2021.

Tammie Adams, Principal

September 8, 2021

Horace Mann Elementary School

Strategic Resource Planning (SRP)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Horace Mann ELEMENTARY SCHOOL
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Dale Turner
Vice Chairperson:	Fanny Gonzalez
Secretary:	Emily Walsh

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Term (1st or 2nd year term?)
Dale Turner	☐	☑	☐	☐	**2nd**
Emily Walsh	☐	☑	☐	☐	**2nd**
Chansell Evans-Green	☐	☑	☐	☐	**2nd**
Sandra Andrade	☐	☐	☑	☐	**2nd**
Tammie Adams	☑	☐	☐	☐	
Fanny Gonzalez	☐	☐	☐	☑	**1st**
William Melgar	☐	☐	☐	☑	**2nd**
Alma Owens-Delucci	☐	☐	☐	☑	**1st**
Regina Bellow	☐	☐	☐	☑	**2nd**
Daisy Chavez	☐	☐	☐	☑	**1st**
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	4th Thursdays of each month @ 4:00 pm

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members