

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Horace Mann Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Horace Mann Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Horace Mann Elementary School
CDS Code: 1612596001929
Principal: Patricia Sheehan
Date of this revision: 6/5/2017

The Single 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: Patricia Sheehan
Address: 5222 Ygnacio Avenue
Oakland, CA 94601

Position: Principal
Telephone: 510-879-1360
Email: patricia.sheehan@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Horace Mann Elementary School

Site Number: 136

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|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single 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 Education Code 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4-28-17

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Patricia Sheehan

P. Sheehan

4-28-17

School Principal

Signature

Date

Richard Leistiko

R. Leistiko

4-28-17

Print name of SSC Chairperson

Signature

Date

Monica Thomas

M. Thomas

5-9-17

Network Superintendent

Signature

Date

Marcus Silvi

M. Silvi

5/25/17

Office of Accountability Partners, Coordinator

Signature

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
Nov	SSC	SPF t/^\; attendance is big challenge, Go Green; SPSA Goals/Priorities
Jan	SSC	Share SPSA; Theory of Action; strategies and practices
2/24/2017	SSC	Title 1 Approved, SPF Review, site plan to supe
March	FC	Shared Action Steps for SPSA/Budget Plan
March	ILT	Shared SPSA Feedback and Completed SPSA Draft
April 14	FC	Reviewed 17/18 SPSA & Budget - Highlighted changes from 16/17; explained next steps
April 28	SSC	Principal shared Feedback, reviewed spsa goals and strategies, theory of Action, ELL crosswalk, motioned for approval, for budget and Spsa - Unanomous !

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$63,875.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$213,252.70	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$23,221.04	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$396,977.58	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$62,319.09	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,086.98	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$64,406.07	\$0.00

PART A: ABOUT THE SCHOOL

School Description

We are a neighborhood TK-5 elementary school located in East Oakland near Fremont High School and the Melrose Library. Our 17 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 5 year 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 appreciation for their community, and the grade level skills needed to succeed in middle school. Along with developing social emotional grounding strategies, 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 differentiation. Beyond that block, we add a strong Intervention Program where at-risk students are identified, assessed and given specified additional 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 additional hour of Literacy daily.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

All students will increase reading levels according to their initial assessments and relative goals as measured by the F&P growth chart and SRI scores (3rd -5th grade.)

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	20.63%	25.63%	30.63%

Other Leading Indicators for Literacy:

F&P, Lucy Calkins, Informal SRI - monthly

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
-Decreased percentage of students reading below grade level by 5% from Fall 2016 to Winter 2017. -Increased percentage of students reading At Grade level by 2% from Fall 2016 to Winter 2017 -Increased At or Above Grade Level performance on SBAC ELA by 10% from Spring 2015 to Spring 2016.	-Decreased percentage of students reading Above Grade Level by 4% from BOY 2016 to November 2016. -Only 9% of students performed Proficient or Advanced on SRI In Fall 2016 as compared to 23% in Spring of 2016. -75% of our students are Multiple Years below in SRI

ROOT CAUSE ANALYSIS

-52 Newcomer students
 -Teachers are struggling with understanding teaching point, planning a 10 minute Lucy Calkins lesson, applying standards to skills of lesson.
 -Teachers are struggling with implementing small group instruction during independent reading to target specific strategies and needs of the students.
 -Teachers are having trouble managing independent reading time to pull successful small groups. Teachers are not comfortable with pulling fluid groups.

MATHEMATICS PRIORITY: Mathematics**SCHOOL GOAL for Mathematics:**

Teaching practice will focus on providing daily opportunities for students to engage in complex problem solving using academic discussion, as well as built-in small group instruction.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	15.25%	19.63%	24.00%

Other Leading Indicators for Mathematics:

SMI Progress Monitoring, CEOU Performance

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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<ul style="list-style-type: none"> -13% Proficient or Advanced on SMI -28% Approaching on SMI -25% of 5th Graders Proficient or Advanced on SMI -10 out of 22 students in 3rd Grade are 320 or above the benchmark of 400 -8 out of 25 students in 4th Grade are 500 and or above with a benchmark of 625. -6 out of 7 students in 5th Grade are 650 and above with a benchmark of 715. -15% of students Proficient or Advanced on SBAC Math -28% of students Nearly Met Standard on SBAC Math 	<ul style="list-style-type: none"> -57% of students in Grades 3-5 are 2 or 3 years below grade level on SMI -57% of students in Grades 3-5 Below Grade Level on SBAC Math.
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ROOT CAUSE ANALYSIS

- Staff having difficulties implementing differentiated instruction in math.
- Lack of math PLCs
- Teachers having difficulty identifying and teaching skills to match Grade Level Standards
- Teachers not yet comfortable pulling fluid groups for targeted small group instruction in math.
- Starting in January 2017 all grade levels will have a 1 hour math PLC per week.

CULTURE & CLIMATE PRIORITY: PBIS

SCHOOL GOAL for PBIS:

All members of the Horace Mann community have a common understanding of school wide rules and procedures. Adults explicitly teach and reinforce expected student behaviors for all students, as we revamp our multi-tiered systems of support (MTSS) in response to Seneca Survey. When asked "do students know what the rules are?" 85% of students respond "yes, all of the time" or "yes, most of the time."

SCHOOL TARGETS for PBIS:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	All Students	76.00%	80.50%	85.00%

Other Leading Indicators for PBIS:

Frequency with which classes get 100 Jaguar Cards, number of yard cards that classes get indicating positive behavior out of class, Semi-annual TFI/TIC, Parent/Student/Staff Surveys

NEEDS ASSESSMENT for PBIS:

STRENGTHS	CHALLENGES
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<ul style="list-style-type: none"> -Number of URFs has decreased significantly from September to November from 60 in September to 8 in October to 2 in November. -88.9% of URFs complete -100% of Monthly SEL Assemblies have been carried out with incentives for classes receiving the most Jaguar Cards per month. -0 suspensions this year -PBIS team meets monthly to discuss and adjust policies and procedures of the school. -As of November 2016 93% of teachers were using positive narration and positive redirection in classrooms. 	<ul style="list-style-type: none"> -Some teachers still having difficulty with positive narration and positive redirection in class. -MTSS not yet fully in place
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ROOT CAUSE ANALYSIS

-SENECA counselor is in the process of being replaced to continue rolling out new MTSS program and bein small group work with Tier II and III students.
 -Lack of reteaching school wide behaviors on a regular basis both in and out of class.

FAMILY & STUDENT ENGAGEMENT PRIORITY: EL Reclassification

SCHOOL GOAL for EL Reclassification:

To increase reclassification of EL students by 5% each year.

SCHOOL TARGETS for EL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	7.00%	10.00%	13.00%

Other Leading Indicators for EL Reclassification:

EL Reading Levels (F&P), EL performance on SRI Progress monitoring. Systematic ELD and Designated ELD assessments

NEEDS ASSESSMENT for EL Reclassification:

STRENGTHS	CHALLENGES
There is not a big gap in EO vs. ELL proficiency. 44.6% ELLS not significantly different than 47.9 EO.	End of year was 7% or 9 students out of 129. zero ELL students in 2016 were at or above SRI proficiency

ROOT CAUSE ANALYSIS

We lack resources, and a vision. including a specific designated plan for ELLS. Hoping to change this in January.

ADDITIONAL PRIORITY: Attendance

SCHOOL GOAL for Attendance:

Reduce chronic absenteeism to 10% by June 2018
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SCHOOL TARGETS for Attendance:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance Rate	All Students	93.35%	94.67%	96.00%

Other Leading Indicators for Attendance:

Attendance rate calculated weekly, At Risk students, SARTs.

NEEDS ASSESSMENT for Attendance:

STRENGTHS	CHALLENGES
1.Chronic Absence Rate is 15.9% - down from 21.2% eoy 2016. Chronic absence rate at this time last year was 20.3%. As of 12/13/16, 59.6% or 229 students have a 95% attendance rate or above. 44.9% of absences at Horace Mann are coded as Illness, and a high percentage of uncertified absences (38.8%).	The Chronic Absent rate is the highest for TK students at 20%, and second grade at 23.8%. 29.3% of our absences are unverified. Compared to other schools, this is high. (But last year at this time we were 45.8% unverified absences. An additional challenge is families taking extended vacations out of the country around the beginning and end of holidays.

ROOT CAUSE ANALYSIS

The 2nd grade as outlier indicates effectiveness or lack of teacher participation in addressing classroom attendance. Of the 19 severe chronic absences, at least 3 are from parents keeping children hom after behavioral issues. Specifically, they claim child was suspended, with no record of suspension. All these are unverified, and others are parents not answering phone. What is the culture at Hmann that folks think it is ok to miss so much school. What if we warned parents beforehand that it is unacceptable?

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we continue to set differentiated progressive F&P and SRI reading goals for every student and monitor them to distribute and redistribute resources to support them accordingly in small group instruction in class and with our MTSS team, we will increase Reading proficiency school wide as measured by F&P, SRI, and SBAC.
SCHOOL THEORY OF ACTION for Mathematics:	If we focus on identifying, planning and teaching rigorous, standardized math tasks in PD, PLCs, and Unit Studies, and self-monitor via weekly Instructional Core walkthroughs, mutually identified "look-fors," and on Data Days, then students will be better prepared, and we will increase Math proficiency school wide as measured by SMI, CEOUs and SBAC.

<p>SCHOOL THEORY OF ACTION for PBIS:</p>	<p>If we continue to utilize our PBIS team in partnership with SENECA and meet monthly to discuss strategies for behavior support, conduct whole school reviews of behavior expectations every other month, use Toolbox for Tier 2 students, develop behavior plans in COST for Tier 3 students and celebrate successes with monthly assemblies, then Tier 1 and 2 challenges will be handled in the classroom, Tier 3 will be identified in COST and be reviewed on an individual basis, and all teachers and students will teach and abide by schoolwide expectations.</p>
<p>SCHOOL THEORY OF ACTION for EL Reclassification:</p>	<p>If we set data-based CELDT goals for ELLs and assign MTSS accordingly - for newcomers and other language learners - in addition to the required 30 minutes daily of differentiated ELD Instruction - while supporting teachers with aligned PD and elbow coaching, then we will improve ELL academic performance and ELL language acquisition as measured by our reclassification rate.</p>
<p>SCHOOL THEORY OF ACTION for Attendance:</p>	<p>If we continue weekly ATEAM meetings to unpack the data, study root cause analysis, and develop theories of action to keep the spotlight on attendance, then we will see a decrease in our Chronic absence percentage rate and an increase in the percentage of students with 95% attendance.</p>

PART D: 17-18 STRATEGIES & KEY PRACTICES

<p>Improvement Strategy #1:</p>	<p>Implement a full balanced literacy approach to English Language Arts instruction that includes: read aloud, shared reading, reading workshop, shared writing, and writing workshop. We will continue to set personal reading goals for all students, per an updated F&P Growth Chart - and focus on Conferring and Guided Reading Groups as our primary improvement strategies, so that every teacher confers with every student every week during Independent Reading time to set, monitor and systematically revise students' personal reading improvement goals. Implementation of these strategies are systematically supported with Professional Development, PLCs, minimum days and release time for additional teacher planning and data analysis time, peer observations, and a developing Blended Learning Approach. These strategies are reflected in and compatible with our Multi Tiered Intervention Program and our new Literacy-Focused After School Program, Girls Inc.</p>
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Teachers will set goals for students using F and P growth chart and use ongoing formative assessments to see how students are progressing towards goals, including site words, informal running records, phonemic awareness and conferring notes to set and reset their skill/guided reading groups.	Principal/TSA will attend Grade Level Academic Achievement Conferences (GLAACs) and Data Analysis days to ensure that the GLAAC reflects both quantitative data, skills that need to be taught and strategies for teaching them	Full Day subs per benchmark period to complete qualitative data analysis of running records for individual students, identify class trends, group students and complete grade level academic accountability conferences.

	Teachers in 3-5 will set differentiated, progressive SRI reading goals and monitor them for in class and pull out.	Principal/TSA will attend Grade Level Academic Achievement Conferences (GLAACs) and Data Analysis days to ensure that the GLAAC reflects both quantitative data, skills that need to be taught and strategies for teaching them	Funds will be set aside for curriculum coach for BAL, Integrating ELL strategies, and for RIme Magic support
1-2	Teachers will attend Grade Level Data Analysis and Synthesis meetings with the principal and CCTL to monitor progress relating to goals, reflect on best practices and adjust ELL students, newcomers and gate accordingly	The Instructional Leadership Team (ILT) will meet to synthesize data from grade level academic accountability conferences. The ILT will identify school-wide trends of strength and trends of concern and help to plan a data presentation to the staff. The ILT will analyze root causes for each trend and use that information to plan next steps for professional learning, coaching, and intervention.	Instructional Leadership Team (ILT) will meet monthly as well as at the end of a professional development cycle in order to plan the next six-week cycle.
1-3	Teachers will study and unpack CCSS and shifts across the grade levels in PD to strengthen objectives and teaching practices, which will be addressed during PLC. Teachers will strengthen lesson planning in PLCs with support from the ELA coach by studying CCSS in PD so they can align their common lesson plan objectives and assure lessons meet criteria for all students including At Risk, ELLs, Newcomers and Gate.	Principal/TSAs will do weekly walk-throughs and invite teachers to join - to assess progress towards goals and collect data to inform professional learning and share with staff for reflection and revision as needed. Walkthroughs will be for PD related Look-fors including RW, Designated ELD and Systematic ELD, and Math PD	Professional development (PD) will be chunked into six week cycles that are aligned to our assessment calendar with minimum days at the end of each cycle for scoring and analyzing benchmark data, as well as minimum days during the 1st 2-weeks of school to complete all assessments.
1-4	Teachers will implement all components of balanced literacy including: read aloud, shared reading, reading workshop, shared writing, writing workshop and word study. All components will be visible in a posted daily and live agenda.	Principal and TSA/CCTL will provide results based professional development that is aligned to the Teacher Growth and Development Standards and Common Core Standards, in 6 week cycles. Cycles will include: Balanced Literacy practices and using technology to support Blended Learning, guided reading with the goal of teachers meeting at least once a day with a group of students, and training in deepening content knowledge and understanding of the Common Core Standards (CCSS).	PD will continue to focus on the same goals for 6 weeks in order to sustain changes in practice as evidenced by observed indicators of success that are outlined during PD and "looked for" during weekly walk-throughs. PD cycles will include an early cycle on unpacking standards and backwards planning, and a cycle that addresses "Guided Reading Practices" and using "Guided Reading" materials, as different from Conferring and Strategy Groups, with a nod to frontloading for ELLs, and vocabulary strategies, taking our skills to the next level.

1-5	Teachers will continue to develop daily Conferring - as most effective measure to help all students, specifically ELLs, newcomers and struggling students meet their F &P and SRI goals, and begin to introduce Guided Reading as a must do - for the same purpose.	Principal and CCTL will train TK/K teachers in Foundations , new teachers in SIPPS and RIme Magic during a differentiated or additional PD offered within the first weeks of school.	Continue personalized learning across curriculum within a Blended Learning rotational structure using technology - Imagine Learning, AR, Newsela, to meet the needs of newcomers, ELLs, at risk and GATE students.
1-6	Teachers will practice Small Group Instruction by grouping students based on results of conferring and assessments, so that teacher will work multiple groups daily, and confer with 3-4 individual students during daily during Independent Reading Time and Partner Reading	CCTL and ELA Coach will support 5-6 teachers a week with classroom coaching/support during reader's workshop and support those teams during PD and PLC	Continue weekly grade level PLC planning sessions calendaring teaching points, CCSS, and ELL Frontloading with support from coach, CCTL, principal while EEIP and support staff provides coverage.
1-7	Teachers will provide differentiation in the classroom for ELLs, newcomers and struggling students using a Blended Learning rotational model with Imagine Learning, Reading A to Z, Accelerated Reader, Newsela and other programs - by setting goals, monitoring progress and following through with next steps.	Principal and CCTL/TSA will support new teachers learn and adapt to our Readers and Writers workshop models, PLC planning time, using Words Their Way, SIPPS, Rime Magic and Blended Learning systems using extended contracts.	Funds for extended contracts for teachers to plan with, teach and observe each other, to attend additional PD, for committee groups including, operational and "Tech Lead" team to improve blended learning program
1-8	CCTL and support staff will work with struggling students, especially ELLs in grades 3-5, in small groups, use guided reading and LLI to target specific skills, and continually assess (including site words, informal running records) and adjust groups based on those assessments.	Provide teachers opportunity to plan together together in weekly PLCs to better prepare lessons for differentiation, ELL, newcomers, Gate, w support of a curriculum coach	MTSS includes CCTL working with small groups of ELLs, Newcomers, low performing students, and overseeing Academic Mentor/s, ASP tutors, STIP subs, and volunteers to do the same - push in and pull out - with LLI, Rime Magic, and Guided Reading. (2 ASP tutors funded by grant, Academic Mentor funded by donation.)
1-9	Intervention teacher will work with struggling K-2nd grade students in small groups including ELLs , Newcomers and At Risk using Foundational Skills materials Words Their Way, and Guided Reading to target specific skills, and continually assess (including letter identification and sounds, site words, informal running records) and adjust plan and groups based on those assessments.	TSA/Principal will meet on a weekly basis to progress monitor and identify PD needs and individual support	CCTL and Stip subs will be available to cover teachers for TGDS observations as well as pre- and post conferences.

1-10	CCTL will support lowest performing students and ELLs using Words Their Way and Guided Reading to target specific skills and continually assess and adapt groups accordingly.	CCTL /Principal will meet on a weekly basis to progress monitor and identify PD needs and individual support	Continue to maintain copy machine maintenance, and general supplies to make copies of books online from Reading A-Z (RAZ), copy online Lucy Calkins materials support materials and purchase academic supplies such as folders and post its and teaching supplies.
1-11	Teachers will use chromebooks at PD and PLCs to correspond with TSA and Principal, to do daily attendance, planning, and maintaining student data records	Principal will meet with Data and Tech lead to ensure that all staff have a working chromebook.	With Girls Inc. our after school provider, we plan to focus on literacy needs for struggling students, with 1 hour additional literacy practice, using the Balanced Literacy Approach. Girls Inc. tutors will be trained to use Balanced Literacy curriculum and paid to work additional hours during the day. Hold 2 Family Reading Nights in Fall and Spring associated with Girls Inc.
1-12	Teachers will share data and reading goals, with the ASP program tutors for shared students to work in tandem towards the reading level goals	CCTL will organize progress monitoring data for CELDT, F&P and SRI and disseminate to ASP staff at the end of each cycle.	Funds will be set aside for classroom supplies and learning materials as needed.
1-13	Teachers will identify SRI scores and F&P reading levels and share progress reports ongoing with students and parents to keep everyone informed of their child's progress or lack thereof. Teachers will complete progress monitoring chart every six weeks.	Principal and CCTL will hold teachers accountable for progress monitoring deliverables during PD and PLC and set clear expectations of dates by which new levels are due.	Full Day subs per benchmark period to complete qualitative data analysis of running records for individual students, identify class trends, group students and complete grade level academic accountability conferences.
1-14	Teachers will post a public display - either in the classroom or the hallway bulletin - where students and families can monitor their child's F&P and SRI progress - at any time - without comparing students to each other.	Principal will assign each teacher bulletin boards at the start of school, and assign one for monitoring reading progress	The Operations Team w/EEIP will help assign the bulletin boards to teachers and monitor assignments
1-15	Continue to use Imagine Learning within our newcomers for 30 minutes per day 5 days per week.	Data and Tech Lead and EL Lead will assist staff in acquiring log in information and appropriate technology and training for Imagine Learning at the beginning of the school year.	EEIP will create a schedule for Chromebooks and ipads so that each teacher has adequate technology in their classrooms.
1-16	Teachers will provide 30 minutes of designated ELD per day as well as integrate student talk strategies into other areas of the curriculum.	Use Rita Pope to provide teachers with PD, Walkthroughs and Elbow Coaching targeting ELs	Principal, CCTL and EL lead will organize and appropriately distribute ELD materials based on students CELDT levels.

1-17	Upper-grade teachers will continue to use the Miramonte Method 30 minutes daily - with the whole class - to practice SRI release and text dependent inference-based questions to increase our SRI proficiency scores	Principal/TSA will train new staff on Miramonte Method in PD or PLCs and provide time to observe other teachers.	Principal/TSA will provide support to new teachers unfamiliar with Miramonte Method.
1-18	Teachers and MTSS staff will continue to pull small strategy groups to target specific skills and strategies that students are struggling with in reading and monitor their progress, changing their groups accordingly.	Principal and CCTL will continue to foster small group instruction and common understanding of TPs and how they align with CCSS by researching, reviewing and practicing t in PD	Hire 2 STIP subs to assist in small group CCSS aligned reading instruction.

Improvement Strategy #2:	We will follow an instructional planning cycle that starts with unpacking the mathematics content, identifying key standards and how students will demonstrate mastery of those standards to inform their teaching. Teaching practice will focus on raising the level of rigor to build in-depth conceptual knowledge by providing students with opportunities to engage in complex problem solving and academic discussion, as well built-in small group instruction. These strategies will be supported by scheduled sub-covered teacher-release-days for unpacking Math Units and the latest data, PLCs, peer observations, a PD cycle, and our Blended Learning rotational-approach as detailed in teaching practices.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Teachers will use math performance task and Cumulative End of Units to assess students' conceptual math understanding and to practice math practice standards.	Principal will attend GLAACs and Data Analysis and Synthesis days to ensure that the GLAAC reflects both quantitative data, skills that need to be taught and strategies for teaching them	Half day subs will be provided by grade level for unpacking Math Units and for data analysis at each benchmark that will include qualitative and quantitative data analysis and updating data wall.
2-2	Teachers will use common core guide to backwards plan from the tasks and standards to identify key concepts in a unit and plan lessons around those concepts.	TSA and Principal will split and/or rotate PLCs to facilitate, support and hold teachers accountable for following the PLC cycle.	PLC will be chunked into the instructional planning cycle (unpacking content- Standards and assessments, unit planning, planning individual lessons, analyzing formative assessments), so that weekly meeting will have intentional goals and action steps.
2-3	Teachers will teach math conceptually--Use tasks that are open ended and require complex problem solving and allow multiple entries to raise rigor and increase academic discussion.	Math TL will work with TSA/CCTL and principal after-school or during release time to plan PD in addition to monthly ILT meeting	Provide stipend/extended contract funds for extended hours for Grade Level PLCs before and after school-as per grade level approval

2-4	Teachers will use group roles, discussion builders and other strategies common to BAL LIT to increase academic discussion and support students in becoming the "heavy lifters" in Math class lessons discussion.	Principal/TSA/math lead will do monthly walk-throughs to assess progress towards goals and collect data	Continue support of personalized learning across curriculum using technology (ST Math, and Kahn Academy) to meet the needs of GATE students, struggling students, newcomers, and other small groups in need of instruction.
2-5	Teachers will differentiate instruction by meeting with small groups using a blended learning rotation model in which some students work on Kahn Academy/ST math and others work with the teacher.	Principal/ TSA and Tech prep to provide training on ST Math for new teachers to promote differentiation, Blended Learning and working in groups.	Maintain Chromebook to student ratio: (1 to 2) and mini ipad to K/Tk ratio (1 to 3) enough earbuds, headphones, headphone-mics for all students, headphones and roving cart system for school wide daily Blended Learning across curriculum - with Khan Academy and STMath for math.
2-6	Teachers will plan together to teach students the 3 read strategies, Number Talk, and Academic language	Principal will Invite Math Network TSA and our math lead to model and conduct PD on the 3 Reads Strategy, Number Talks and Academic Discussion and provide coverage so that other teachers can watch each other..	ILT will create a system and protocol for teachers watching teachers teach.
2-7	Teachers will apply skills and strategies - around ELL small group work - as learned in PD for a workshop model in math.	Principal/TSA/Math lead will plan and deliver PD focused on small group strategies in math.	Hold a Family Math Night where teachers introduce families to all the online and at home opportunities to hone math skills, and to enlighten families about small group learning with translation for ELLs and newcomers.
2-8	Teachers will incorporate ST Math and Kahn Academy in a Blended Learning model to differentiate for Gate students.		

Improvement Strategy #3:	All members of the Horace Mann community - in partnership with Seneca - will have a common understanding of school wide rules and procedures, and the MTSS as it relates to our students. All adults, including the ASP staff, will explicitly teach and reinforce expected student behaviors for all students and not just their own.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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3-1	100% staff participation. All teachers, support staff and the after-school program will know and enforce the rules in the PBIS matrix, use positively stated language to tell students what is expected instead of what is not expected, hold all students responsible for behaviors in all areas of school and reward positive behavior using jaguar cards, regardless of whether that student is in that teacher's class	Principal will meet with the PBIS team at least once monthly to plan, discuss, and assess PBIS implementation by working with district support personnel to complete the quarterly teacher implementation checklist and create an action plan for next steps, including steps to address growing newcomer population.	Seneca Team will meet with PBIS team, community liaison, and attendance social worker to review data from the extensive 2016/17 stakeholder' survey exploring the strengths and challenges of our social and emotional support system with the goal of establishing a more effective MTSS at Horace Mann - from COST to child and establish a system for supporting homeless and foster students in particular.
3-2	Teachers will explicitly teach and model expected behaviors in each of the matrix domains for at least the first month of school (i.e. 5 minutes before you go to lunch/recess, review what it means to be safe, responsible, respectful in hallway and cafeteria)	Principal and PBIS team members will set up and run stations at the beginning of the year for all of the matrix domains in order to explicitly teach rules and procedures to all members of the Horace Mann Community and model for teachers how to explicitly teach expected behaviors. PBIS team members will be readily available for teachers to ask questions, especially during the beginning months of implementation. PBIS team members will also be available to model, in their own or other's classrooms, teaching expected behaviors for teachers who need more support.	PBIS team will plan a professional development day in August to train staff on PBIS implementation, and throughout the year, every other faculty meeting, PBIS team will administer survey asking teachers how implementation is going and what we can do to help
3-3	Teachers will consistently incentivize positive behaviors with jaguar cards and class rewards	Principal and PBIS team will attend district-wide trainings and bring information back to Horace Mann site	Materials for successful PBIS implementation will be provided to the school and classrooms including: a sufficient amount of jaguar cards (at least 200 per teacher to start) for each teacher, poster-size school wide rules and matrices in each classroom and for hallways/cafeateria/all matrix domains, and 100s charts in classrooms to track progress and one in office to track school-wide progres.

3-4	Teachers will consistently and correctly fill out URFs when sending students to the office	PBIS team will plan assemblies each trimester to celebrate schoolwide accomplishments in PBIS	Provide incentives for teachers to give as many cards as possible (for legitimate reasons) by rewarding teacher whose name appears most frequently on the winning Class 100's Chart. Also incentivize teachers to give out jaguar cards to students in other classes by collecting cards given for a raffle.
3-5	Teachers will work with Attendance Clerk, Attendance Social Worker and Principal to support attendance challenges, by calling students who are absent more than 2 days in a row. based on last years data - and Strategies to improve and maintain individual attendance will be discussed at August Buy Back Day and students' progress will be monitored and best practices shared at monthly Faculty Meeting. In addition, Support Staff will be asked to target students for CICO regarding attendance	Principal will reward classes with best attendance monthly by teaching the class for half hour, allowing the teacher another prep.	Case Manager, Attendance Clerk, Community Liaison and principal will meet weekly as Attendance Team to target chronic attendance and target sub-populations (e.g. Af. Am. males, ELLS, Newcomers etc.)
3-6	Teachers will communicate with TK/Kindergarten parents about TK/K orientation and attend the orientation 1 week before school.	Principal and K Team will organize an orientation for Kinder Parents the week before school starts.	Attendance Social Worker and Attendance Clerk will speak at K transition event and will organize monthly assemblies promoting improved attendance and hand out recognition awards purchased by parents
3-7	Teachers, support staff, and volunteers will be trained in adult expectation matrix during orientation and consistently uphold the expectations with visitors in their class and at school.	Principal PBIS Team will create a matrix for adult expectations too, including Student Attendance responsibilities, teacher absence protocol, assessment due dates and data, Yard Duty responsibilities, Dismissal responsibilities and agreed behaviors, classroom phone protocol, PLC protocol, PD protocol, Arrival and Dismissal expectations.	An operational team will meet monthly with principal, or as needed to act on district mandates such as the Safety Plan, monitor Building and Grounds. and other staff and community concerns not addressed in PBIS, FC, SSC, or ILT and keep a Google Fixit Doc open and active to monitor work.
3-8	Teachers will attend training and seek consultation from SENECA counselor to support Tier 2 and 3 students - including at risk and Foster youth - to learn strategies to help traumatized students be successful in the classroom.	Continue to work in partnership with Seneca, through staff professional development, PBIS collaboration, maintaining COST, and on an individual basis to develop and implement school wide, classroom, small group and individual Tier 2 and 3 behavior supports.	The PBIS team and the Seneca counselor will reach out to and support parent participation in improving Academics and understanding PBIS, specifically for ELLs, Newcomers and At Risk students: train parents in PBIS Matrix and Toolbox, SSC meetings, Attendance incentives

3-9	Teachers will create and maintain two bulletin boards, Reading and Writing, to showcase student work on a rotating basis.	Principal and Operations Team will designate bulletin boards to teachers during orientatation week.	The EEIP teacher and the STIP subs will support teachers in their Bulletin Board displays.
3-10			Provide postage for sending home recognition awards for positive behavior , and to parents for improving student's attendance.
3-11			Extend Hero's contract providing structured play at recess and before school to include a daily enrichment hour-long alternative ASP from 2:45 to 4pm daily.
3-12			Continue to fund clerical team with benefits to work extra hours during registration process and report card conferences, Reading Nights, and TK/K orientations to support families and students

Improvement Strategy #4:	Reduce percentage of chronic absenteeism and increase percentage of students with 95% attendance by continuing to hold weekly ATEAM meetings to unpack the data, study root cause analysis, and develop theories of action to keep the spotlight on attendance.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Teachers will call families of students who are absent 2 or more days in a row.	Principal and Attendance Team will incentivize classes that improve their attendance the most by calling home.	Attendance Team will also call families in addition to the teacher.
4-2	Teachers will work with attendanc clerk and be made aware of students who have chronic absenteeism so as to help monitor their attendance.	Principal and Attendance Team will communicate with teachers regarding students who are at risk of chronic absenteeism.	Attendance Team will review absence data on a weekly basis and hold SART meetings to hold families accountable.
4-3	Teachers will work with attendance clerk to celebrate those students who have perfect attendance monthly.	Principal/TSA and Attendance Team will create monthly attendance celebration bulletin boards and award prizes to students who have improved their attendance or have had perfect attendance at monthly attendance assemblies.	Attendance Team will coordinate with PBIS and Operations team to co-host monthly culture/attendance celebration assemblies in cafeteria.

4-4	Teachers will participate in class attendance competitions for most improved class and class with the highest rate of perfect attendance each month.	Attendance Team will monitor class participation and absences rates.	Attendance Team will organize attendance data to track classes attendance rates for competition.
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ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with Girls, Inc. for afterschool program	With Girls Inc. our after school provider, we plan to focus on literacy needs for struggling students, with 1 hour additional literacy practice, using the Balanced Literacy Approach. Girls Inc. tutors will be trained to use Balanced Literacy curriculum and paid to work additional hours during the day. Hold 2 Family Reading Nights in Fall and Spring associated with Girls Inc.	A1.6: After School Programs	5825				136-1
\$11,596.50	General Purpose Discretionary	Supplies for overall school operation and academic instruction	Materials for successful PBIS implementation will be provided to the school and classrooms including: a sufficient amount of jaguar cards (at least 200 per teacher to start) for each teacher, poster-size school wide rules and matrices in each classroom and for hallways/cafeateria/all matrix domains, and 100s charts in classrooms to track progress and one in office to track school-wide progres.	A2.3: Standards-Aligned Learning Materials	4310				136-2
\$7,000.86	General Purpose Discretionary	Surplus	Funds will be set aside for classroom supplies and learning materials as needed.	A2.3: Standards-Aligned Learning Materials	4399				136-3
\$8,000.00	General Purpose Discretionary	Copier maintenance agreement to support overall school operation	Continue to maintain copy machine maintenance, and general supplies to make copies of books online from Reading A-Z (RAZ), copy online Lucy Calkins materials support materials and purchase academic supplies such as folders and post its and teaching supplies.	A2.9: Targeted School Improvement Support	5610				136-4
\$15,000.00	General Purpose Discretionary	Contracts with consultants to support coaching teachers in English Language Arts instruction	CCTL and ELA Coach will support 5-6 teachers a week with classroom coaching/support during reader's workshop and support those teams during PD and PLC	A2.9: Targeted School Improvement Support	5825				136-5
\$500.00	General Purpose Discretionary	Postage to support overall school operation	Provide postage for sending home recognition awards for positive behavior , and to parents for improving student's attendance.	A2.3: Standards-Aligned Learning Materials	5910				136-6
\$21,777.64	General Purpose Discretionary	Attendance clerk to address chronic absence	Case Manager, Attendance Clerk, Community Liaison and principal will meet weekly as Attendance Team to target chronic attendance	A5.4: Root Causes of Chronic Absence		SPECIALIST, ATTENDANCE	SPECAT0015	0.50	136-7

\$8,000.00	LCFF Concentration	Stipends to support instructional planning in support of ELLs and collaboration for academic acceleration	Funds for extended contracts for teachers to plan with, teach and observe each other, to attend additional PD, for committee groups including, operational and "Tech Lead" team to improve blended learning program	A2.10: Extended Time for Teachers	1120					136-8
\$2,221.04	LCFF Concentration	Supplementary and intervention instructional materials for mathematics and/or science learning: licensing agreement for software to support mathematics learning	Teachers will differentiate instruction by meeting with small groups using a blended learning rotation model in which some students work on Kahn Academy/ST math and others work with the teacher.	A3.1: Blended Learning	5846					136-9
\$9,000.00	LCFF Supplemental	Stipends or substitutes to support professional learning in support of ELLs	Funds for extended contracts for teachers to plan with, teach and observe each other, to attend additional PD, for committee groups including, operational and "Tech Lead" team to improve blended learning program	A2.10: Extended Time for Teachers	1120					136-10
\$8,000.00	LCFF Supplemental	Stipends to support instructional planning in support of ELLs	Funds for extended contracts for teachers to plan with, teach and observe each other, to attend additional PD, for committee groups including, operational and "Tech Lead" team to improve blended learning program	A2.10: Extended Time for Teachers	1150					136-11
\$15,159.57	LCFF Supplemental	Surplus to support classroom supplies and learning materials for academic acceleration.	n/a	n/a	4399					136-12
\$21,574.13	LCFF Supplemental	EEIP to support professional learning activities and student accelerations/interventions by CCTLs for mathematics, ELA and/or science learning: EEIP to release teachers for prep and teach computers	Continue weekly grade level PLC planning sessions calendaring teaching points, CCSS, and ELL Frontloading with support from coach, CCTL, principal while EEIP and support staff provides coverage.	A3.2: Reading Intervention		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0046	0.20		136-13
\$27,156.82	LCFF Supplemental	STIP to support professional learning in support of ELLs, TGDS, and other academic acceleration	CCTL and Stip subs will be available to cover teachers for TGDS observations as well as pre- and post conferences.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0670	0.61		136-14
\$40,162.65	LCFF Supplemental	STIP to support professional learning in support of ELLs and other academic acceleration	CCTL and Stip subs will be available to cover teachers for TGDS observations as well as pre- and post conferences.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0445	1.00		136-15
\$92,199.53	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Principal/TSAs will do weekly walk-throughs and invite teachers to join - to assess progress towards goals and collect data to inform professional learning and share with staff for reflection and revision as needed.	A3.4: Teacher Professional Development focused on Literacy		10 MONTH CLASSROOM TSA	C10TSA0057	1.00		136-16

\$13,000.00	LCFF Concentration	Literacy coach	Teachers will implement all components of balanced literacy including: read aloud, shared reading, reading workshop, shared writing, writing workshop and word study. All components will be visible in a posted daily and live agenda.	A3.2: Reading Intervent	5825					136-17
\$5,000.00	Measure G: TGDS	Stipends to support teacher release time for TGDS and alternate observers	Provide stipend/extended contract funds for extended hours for Grade Level PLCs before and after school-as per grade level approval	A2.6: Teacher Evaluation	1120					136-18
\$250.60	Measure G: TGDS	Surplus	Materials for successful PBIS implementation will be provided to the school and classrooms including: a sufficient amount of jaguar cards (at least 200 per teacher to start) for each teacher, poster-size school wide rules and matrices in each classroom and for hallways/cafeteria/all matrix domains, and 100s charts in classrooms to track progress and one in office to track school-wide progres.	A2.3: Standards-Aligned Learning Materials	4399					136-19
\$17,362.55	Measure G: TGDS	STIP to support professional learning in support of ELLs, TGDS, and other academic acceleration	Funds for extended contracts for teachers to plan with, teach and observe each other, to attend additional PD, for committee groups including, operational and "Tech Lead" team to improve blended learning program	A4.1: English Learner Reclassification		TEACHER STIP	TCSTIP0670	0.39		136-20
\$31,000.00	Supplemental Program Investment	Contract with HEROS for social-emotional student learning	Extend Hero's contract providing structured play at recess and before school to include a daily enrichment hour-long alternative ASP from 2:45 to 4pm daily.	A2.2: Social Emotional Learning	5825					136-21
\$3,675.00	Supplemental Program Investment	Licensing agreements for software to support academic instruction	Continue personalized learning across curriculum within a Blended Learning rotational structure using technology - Imagine Learning, AR, Newsela, to meet the needs of newcomers, ELLs, at risk and GATE students.	A2.3: Standards-Aligned Learning Materials	5846					136-22
\$62,319.09	Title I Basic	Contract with consultants to support student mental health	The PBIS team and the Seneca counselor will reach out to and support parent participation in PBIS: train parents in PBIS Matrix and Toolbox, SSC meetings, Attendance incentives	A2.2: Social Emotional Learning	5825					136-23
\$2,086.98	Title I Parent Participation	Contract with consultants to support parent education and understanding of academic instruction	The PBIS team and the Seneca counselor will will reach out to and support parent participation in improving Academics and understanding PBIS: train parents in PBIS Matrix and Toolbox, SSC meetings, Attendance incentives	A3.3: Family Engagement focused on Literacy Development	5825					136-24



Horace Mann Elementary School

5222 Ygnacio Avenue, Oakland, CA 94621
(Office) 510-879-1360

Home/School Compact School

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent/teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.

School Site Council Membership Roster – Elementary

School Name: **Horace Mann**

School Year: **2016-2017**

Chairperson : <p style="text-align: center;">Richard Leistiko</p>	Vice Chairperson: <p style="text-align: center;">Regina Bellow</p>
Secretary: <p style="text-align: center;">Elizabeth Torres</p>	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

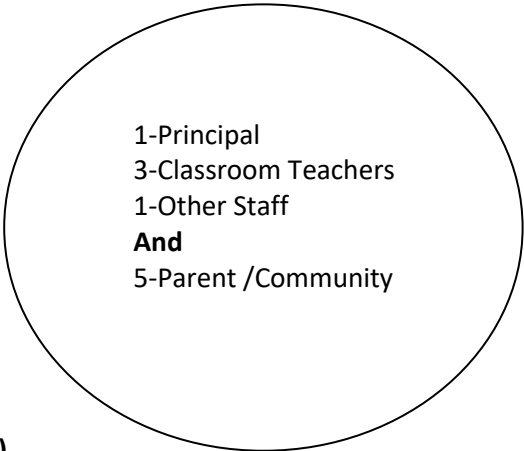
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Patricia Sheehan	X			
David Caven		X		
Emily Walsh		X		
Richard Leistiko		X		
Elizabeth Torres			X	
Nikia Harris				X
Guadalupe Mejia				X
Regina Bellow				X
Tenay Gage				X
Giovanni Aldaco				X

Meeting Schedule (day/month/time)	4th Friday each month at 3:00pm
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SSC Legal Requirements: (Ed. Code 52852)

- 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;
- 4** Parent/community members cannot be OUSD employees at the site.



(Once filled, this document can be placed on your school site's letterhead)

Title I School Parental Involvement Policy 2016 - 2017

Involvement of Parents in the Title I Program

Horace Mann agrees to implement the following statutory requirements:

Will convene an annual Title I meeting to perform the following:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities; and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Horace Mann engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy. Our School Site Council convenes monthly to guide and monitor Title I funded programs.
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district provide assistance to parents of children served by their school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the title I Program
 - How to monitor their child's progress
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

School-Parent Compact

Horace Mann Elementary School has jointly developed with and distributed to parents of Title I students to a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Accessibility

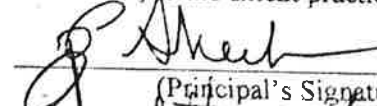
Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Adoption

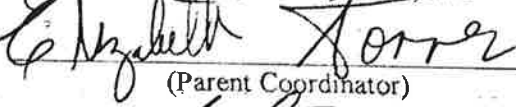
This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

School Site Council meetings (4th FRIDAY, monthly)

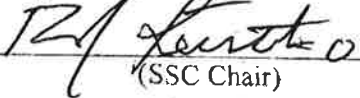
This policy was adopted Horace Mann Elementary School Site Council on 9/23, 2016 and will be in effect for the period of 2016-2017. The school will distribute this policy to all parents of participating Title I, Part A, children on or before September 30, 2016. The Horace Mann Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)



(Parent Coordinator)



(SSC Chair)

9-23-16
(Date)

9-23-16
(Date)

9-23-16
(Date)