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Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School



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

Legislative File Id. No. 19-1312
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Horace Mann Elementary School
CDS Code: 1612596001929
Principal: Tammie Adams
Date of this revision: 5/7/2019

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 Oakland, CA 94601	Telephone: 510-879-1360 Email: tammie.adams@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Horace Mann Elementary School

Site Number: 136

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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: May 23rd, 2019

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:

Tammie H. Adams
Principal

Tammie Adams
Signature

5-23-19
Date

Regina M. Bellon
SSC Chairperson

Regina Bellon
Signature

May 23, 2019
Date

Monica Thomas
Network Superintendent

[Signature]
Signature

5-30-19
Date

MILORPO OTIS
Officer, State and Federal Programs

[Signature]
Signature

5/30/19
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/17/2019	SSC & SELLS combined	Shared 2019-20 budget for Title 1 funds and Parent funds
2/8/2019	Parent Group	Shared overview of site plan and the 4 priority areas
2/11/2019	Staff	Engaged staff in brainstorming session around current practices and next steps for priority areas
2/14/2019	Instructional Leadership Team	Conducted ILT work session to flesh out Theory of Action for Standards Based Instruction focus aligned to school goals
3/14/2019	Instructional Leadership Team	Conducted ILT work session to flesh out teacher & leadership practices and evidence to collect for math focus
4/11/2019	SSC & SELLS combined	Shared Comprehensive Support and Improvement Proposal
4/23/2019	SSC & SELLS combined	Shared completed SPSA and CSI to vote for approval and signed assurance page

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$222,395.71
Total Federal Funds Provided to the School from the LEA for CSI	\$142,002.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$631,122.67

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)	\$78,877.85	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$33,111.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,515.86	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$216,512.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$142,002.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	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:	\$222,395.71	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$410,544.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$632,939.71
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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 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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

AA suspensions are down 8.1% from last year

RJ has helped students to identify the cause of their conflicts with other students. Many of the students have been holding on to past hurts from previous years. RJ conversations with individual students, small groups and family circles have helped to curb fighting. Teachers are receiving PD around integrating Toolbox tools with academics which is reducing the frustration that students feel during instructional time.

4th grade scored at -99 DF3 on ELA IAB #1

Faith Network and Girls Inc tutors are pulling students who are struggling readers to provide one on one instruction twice per week.

5.4% of 3rd grade scored above standards met on Math IAB #1 and 2% of 4th & 5th grade scored above standards met on Math IAB #1	Teachers are using number talks to help students think through their mental math and using the 3 Reads strategy to help students unpack word problems.
12.4% of students made 1 - 1 1/2 years of growth on SRI and 6.6% decrease of students MYB from this point last year	Teachers use data conferences to identify and name students who are at, above, below and approaching grade level and creating Tier 2 intervention plan for students who are below and approaching.
60% of K students are at benchmark in letter name. 25% of 1st Grade scored at benchmark on F&P	Kindergarten teachers are doing daily instruction of Foundations and SIPPS in order to provide phonics instruction. 1st grade is doing differentiated groups of SIPPS, which is helping students to learn phonics at their level. Differentiated PD was done at the beginning of the year for K/1 teachers around using Shared Reading to teach foundational skills.
Priority Challenges	Root Causes of Challenges
We currently have two LTELs and only 2 students reclassified this fall.	30 minutes of designated ELD is not happening in all classrooms. Some teachers have not been trained to use the Systematic ELD curriculum.
57% of students are below grade level on F & P and 70% of students are multiple years below grade level on SRI	During the mini-lesson, teachers are focused on the connection and the teach portion of the lesson with fewer opportunities for Active Engagement and Independent work to build capacity in students during Reading Workshop. Teachers need more coaching with feedback around providing time for students to read independently.
40% of students did not feel connected to the school and/or their teacher at the beginning of the school year.	Teachers need more Professional Development around implicit bias and culturally responsive teaching practices. Classroom profiles were not completed.
77% of 3rd grade; 76% of 4th grade; 56% of 5th grade scored below standards on math IAB	Teachers need more professional development to backwards map summative unit tasks to understand the math being taught throughout the unit and identify opportunities for students to engage in work independently so they are able to construct viable arguments and critique the reasoning of others.

1C: 19-20 STUDENT GOALS & TARGETS	
<i>District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)</i>	
School Goal:	Create an environment that allows students, families and community members to feel welcome, safe and connected. The social emotional needs of students are consistently met through PBIS, incentives and integrated with academics. Students feel a sense of connection to the school and every adult in the building. Students also have the skills needed to handle peer conflicts appropriately and can serve as an advocate for other students.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	55.97%	60.00%	65.00%
Suspensions	African-American Students	-2pp	13.16%	11.00%	8.00%
Suspensions	Students with Disabilities	-2pp	11.43%	9.43%	7.00%
Chronic Absence	African-American Students	-2pp	40.00%	14.00%	12.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: By the end of the 2019-2020 school year, 30% of the students will score at Standards Met on the SBAC and increase the DF3 to -84

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-114.5	-99	-84
ELA SBAC	Students with Disabilities	+20 points DF3	-173.9	-153.9	-133
ELA SBAC	African-American Students	+20 points DF3	-118.5	-98.5	-78.5

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: By the end of the 2019 - 2020 school year, 30% of the students will score at Standards Met on the SBAC and decrease the DF3 to -91

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-121.8	-106	-91
Math SBAC	Students with Disabilities	+20 points DF3	-171.5	-151.5	-131
Math SBAC	African-American Students	+20 points DF3	-132.5	-112.5	-92

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: By the end of the 2019 - 2020 school year, 25% of English Language Learners will demonstrate English proficiency and be reclassified as English proficient.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	10.08%	13.00%	25%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	0.00%	50% 1of 2 students

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: By the end of the 2019 - 2020 school year, 30% of 3rd - 5th grade students will score at or above proficient on SRI assessment; 60% of Kinder students will be at or above benchmark in Letter Names and Sounds; 30% of 1st grade students will score at or above benchmark on F & P assessment.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	38.16%	15.00%	30.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	62.50%	55.00%	45.00%
K at or above Benchmark	All Kindergarten Students	+5pp	47.83%	52.83%	60.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	21.88%	26.88%	30.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

*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

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

Horace Mann Elementary
School: School

SPSA Year Reviewed: 2018-19

SPSA Link: [18-19 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

18-19 Language & Literacy Priority: Literacy

June 2021 Language & Literacy Goal: 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.)

Theory of Change for Language & 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.

Student Performance Indicator:

Student Group:

17-18 EOY Target:

17-18 EOY Actual:

SRI

All Students

28.0%

17.10%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

All teachers are implementing Reading and Writing Workshop daily including the mini-lesson and independent reading and writing. Teachers are focused on the Active Engagement portion of the mini-lesson ensuring that students have an opportunity to practice the skill/strategy they are introducing. Teachers are attending data conferences and identifying and naming students who are below, approaching, at or above grade level in order to identify appropriate Tier 2 interventions. Teachers are implementing small group guided reading instruction and/or conferring with students daily to support students with accuracy and comprehension. 1st and 2nd grade students were assessed and separated into groups in order to receive differentiated instruction in SIPPS for Word Study. TK and K students receive instruction in Foundations as well as SIPPS. Additional tutors from Faith Network and Girls Inc. work with small groups and individual students to provide additional Tier 2 instruction.

What evidence do you see that your practices are effective?

From the Fall to MidYear SRI Assessment:

*Overall - Students at or above grade level increased from 10.1% to 15.6%

*3rd grade students who are above grade level increased from 4% to 10%

*5th grade students who are 1 year below grade level decreased from 18.6% to 8.7%

*5th grade students who are at or above grade level increased from 7% to 19.5%

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

- *Focus more on opportunities for students to respond to complex text in multiple ways and across multiple components of a Balanced Literacy Program
- *Provide students with opportunities to engage in discussions about the text in order to deepen their understanding.
- *Provide professional development for teachers to implement text dependent questions that span all 4 DOK levels.
- *Deepen the understanding of all teachers to implement Guided Reading instruction that differentiates instruction for Tier 2 students.
- *Explore the reciprocal relationship between reading and writing.
- *Use 3 key GLAD strategies in order to provide access to content for ELLs.
- *Continue to provide Tier 2 intervention using pull out groups through Girls Inc.

18-19 Standards-Based Instruction Priority:	Mathematics		
June 2021 Standards-Based Instruction Goal:	Students will decrease the gap between the distance from standards met by 15 points as measured by SBAC.		
Theory of Change for Standards-Based Instruction:	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 regularly monitor data at PLC and Data Days, then students will be better prepared, and we will increase Math proficiency school wide as measured by SMI, CEOUs and SBAC.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-77.6	-121.8

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

- *Provide professional development to teachers to help them unpack the standards for mathematical practices and narrow the focus to the SMPs that address reasoning and evidence.
- *Teachers implement Number and Dot Talks to provide students with the opportunity to practice mental math.
- *Teachers use ST Math to monitor the progress of students.
- *Teachers pull small groups in order to differentiate instruction and/or reteach concepts learned during math lessons.
- *Teachers create a problem of the day for students to solve.
- *Practice of basic addition and multiplication math facts.

What evidence do you see that your practices are effective?

- *Weekly math walkthroughs and providing feedback to teachers
- *18% of 5th grade is near or above grade level on math IAB
- * 22.4% of 4th grade is near or above grade level on math IAB
- *34% of 3rd grade is near or above grade level on math IAB.

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

- *All teachers will use entry tasks for each unit to identify the background knowledge of students and use the data to plan lessons accordingly.
- *Provide math journals to help students learn vocabulary and practice concepts through a daily routine.
- *Use manipulatives or multiple methods in order for students to understand math concepts.
- *Continue use of ST Math for all students
- * We will now include IABs as a data point
- *Teachers will focus on the reasoning and evidence standards for mathematical practice.

18-19 Conditions for Student & Adult Learning Priority:				Integration of SEL and Academics - PBIS					
June 2021 Conditions for Student & Adult Learning Goal:				By June 2019, Suspension Rate will decrease to 2%.					
Theory of Change for Conditions for Student & Adult Learning:				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.					
Student Performance Indicator:				Student Group:		17-18 EOY Target:		17-18 EOY Actual:	
Suspension Rate				All Students		2.0%		6.20%	
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.									
<ul style="list-style-type: none"> *Conduct multiple rounds of teaching and reteaching expectations in common areas. * Individual, partner, small group and family RJ circles to repair and restore relationships *Introduction of the Principal's Pledge that encourages students and reiterates the Toolbox Tools *Provide professional development for teachers around the Antecedent, Behavior and Consequences of student behaviors. *RJ Facilitator conducting RJ circles in classroom. *Creation of the Principal's Pledge that students say over the loud speaker each day. *Professional development of each Toolbox Tool. *Integration of SEL and academics throughout the year. *Conduct school wide culture survey of all students. *Encourage teachers to use Classroom Profile to plan lessons and build relationships with students. 									
What evidence do you see that your practices are effective?									

- *To date, the suspension rate has decreased from 6.2% to 2.5%.
- * URFs have decreased from 189 at this time last year to 59 this year.
- *100% of the staff have knowledge of the expectations and 80% of the staff are consistently awarding Jaguar Cards to students for observation of expected behaviors.
- *73% of the students can name the schoolwide expectations.
- *Jaguar card raffle and prize give away encourages students to earn cards for meeting expectations.

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

- *Build a shared understanding of clear expectations for classroom managed behaviors vs. office managed behaviors.
- *Put systems in place to ensure teachers understand the protocol for support with student behavior.
- *Progress monitor the effective use of the Jaguar cards to ensure all students are receiving at least 1 Jaguar Card per week and that all teachers are giving out Jaguar cards.
- *Provide teachers a wide variety of strategies to use for Tier 2 and Tier 3 students including CICO

18-19 Conditions for English Language Learners Priority:	Reclassification		
June 2021 Conditions for English Language Learners Goal:	By the end of the 2019 - 2020 school year, 25% of English Language Learners will demonstrate English proficiency and be reclassified as English proficient.		
Theory of Change for Conditions for English Language Learners:	If we provide daily 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, then our ELs will demonstrate growth as seen in our Reclassification Rates and ELPAC results.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	10.0%	10.10%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

- *ELLs are using Imagine Learning
- *3rd - 5th grade uses Word Gen for Designated ELD
- * Academic Mentor is pulling ELLs for one on one support and acceleration.
- *Faith Network tutors are pulling higher level ELLs for literacy support.
- *Using visuals and realia for support

What evidence do you see that your practices are effective?

12 students were reclassified last year
 Many newcomers are beginning to speak more conversational English

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

- *School wide Designated ELD needs to happen in every classroom.
- *K-2 teachers need to use Systematic ELD kit for ELD
- *Professional development on Integrated ELD
- *Professional Development for teachers on strategies for newcomers.
- *Develop 3 specific GLAD strategies that will be used school wide each trimester.
- *Professional Development to help teachers understand and unpack the ELD standards
- *Teachers create a clear language objective for students to help students develop their language skills
- *School wide focus on Academic Discussions to help all students and ELLs practice their language skills.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

- *The 18-19 budget called for two STIP Subs to be used for intervention. Due to the high volume of URFs and suspensions, those positions were eliminated to create an RJ Coordinator position and a .5 TSA position that was used to coordinate intervention groups through our After School provider as well as volunteers from Faith Network.
- *The budget called for two Academic Mentors from the use of Title 1 funds. One Academic Mentor was hired and the remaining funds were used to purchase new student chromebooks as we learned that 200 would be aged out by June 1st, 2019 and chromebooks are needed for students to complete SRI, IAB and SBAC assessments in addition to our blended learning program.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Horace Mann Elementary School

School ID: 136

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

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

School Priority ("Big Rock"):	Integration of SEL and Academics - PBIS
School Theory of Change:	If we provide PD for teachers that models SEL Strategies embedded into content, teachers will begin to integrate SEL strategies and Toolbox into their instruction. Teachers will be able to anticipate student SEL responses, and plan for those responses so that students can self-manage and persevere in challenging academic situations.
Related School Goal(s):	Create an environment that allows students, families and community members to feel welcome, safe and connected. The social emotional needs of students are consistently met through PBIS, incentives and integrated with academics. Students feel a sense of connection to the school and every adult in the building. Students also have the skills needed to handle peer conflicts appropriately and can serve as an advocate for other students.
Students to be Served by these Practices	<i>All students will be served by these practices.</i>

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	During pre-service week, teachers will unpack PBIS behavior matrix to determine expectations for all areas of the school, using the "Horace Mann Way" of being safe, responsible and respectful as the guide.	PBIS team will meet with admin to review PBIS matrix and plan PD for teachers. Team will create a pre-survey for teachers to determine prior knowledge of expectations.	Survey results Completed behavior matrix for all common areas
1-2	Teachers will create classroom positive and negative consequence ladder that includes classroom rules. Teachers will communicate expectations to families.	Leaders and PBIS team will provide samples of classroom rules. Provide time for teachers to create posters.	Welcome letters to families Classroom expectations for each teacher
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 ELLs and newcomers.	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 during PD.	Sample lesson plans Feedback forms GLAD chart

1-4	Teachers will complete classroom profile on students in order to build relationships and learn more about students. Teachers will conduct initial parent conferences during the first weeks of school to assist with completion of the classroom profile and review the guidelines for satisfactory attendance.	Leadership will provide minimum days to allow teachers time to conduct conferences. Provide sample questions teachers can use to build relationships with families. Attendance Clerk and Admin will monitor student attendance and meet with families at risk of becoming chronically absent.	Parent Conference Sign up Sheet Completed Classroom Profile Chronic Absence weekly reporting sheet On Going meeting notes with families
1-5	Teachers will use pre-filled jaguar cards to consistently incentivize positive behaviors.	PBIS team will share best practices for distributing jaguar cards. provide each teacher with pre-filled cards.	Staff Jaguar Card Tracker Prizes for teachers who distributed the most cards
1-6	TK/K Teachers will offer a school site visit for all Pre-K or TK students to determine Kinder readiness and create a Kinder orientation 1 week prior to the start of school.	Principal and K Team will organize an orientation for Kinder Parents the week before school starts. Topics to be addressed for parents are the importance of attendance and ways to help at home.	Parent Sign in sheet
1-7	Teachers will build SEL skills of students through classroom meetings to explicitly teach Toolbox tools and assist students in using the tools throughout the day.	PBIS team and Admin will use staff meetings and PD time to explicitly teach tools to teachers. Team will share best practices around integrating SEL with academics.	Class Meeting schedule PD Feedback
1-8	Teachers will attend training and seek consultation from SENECA counselor to support Tier 2 and 3 students - including at risk, Foster youth, economically disadvantaged, and low-income students - to learn strategies to help traumatized students be successful in the classroom.	Continue to work in partnership with Seneca, through staff professional development, and on an individual basis to develop and implement school wide, classroom, small group and individual Tier 2 and 3 behavior supports.	Feedback from trainings
1-9	Teachers will consistently and correctly complete all URFs for office managed behaviors.	Admin and PBIS team will review data at regular intervals and identify relevant responses for feedback to teachers. Data to review includes URFs for playground vs. classroom behaviors.	Feedback for teachers Decrease in URFs and problem behavior

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
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School Theory of Change:	If we provide professional development for teachers focused on unpacking math tasks and the reasoning and evidence standards for mathematical practice, then teachers will identify entry points for all students to engage in mathematical tasks and provide opportunities for students to engage in academic discussions around math. Leaders will conduct weekly walkthroughs and provide feedback for instructional adjustments; so that students can construct viable arguments and critique the reasoning of others in order to increase their math proficiency as measured by Math IABs, SBAC (3-5) and CEOU (K-2).		
Related School Goal(s):	By the end of the 2019 - 2020 school year, 30% of the students will score at Standards Met on the SBAC and decrease the DF3 to -91		
Students to be Served by these Practices	<i>All Students will be served by these practices for Tier 1 instruction; ELLs for small group instruction Tier 2</i>		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will unpack the Tasks of each unit in order to identify the content and the cognitive demand of each task, in addition to identifying the SEL strategies needed for students to access the math.	ITL and Principal will provide professional development time for teachers to unpack tasks and review the criteria for mastery.	Lesson Plans including the integration of Toolbox Unit Plans
2-2	At PLCs, teachers will lesson plan, unpack, science (NGSS) and math standards and standards for mathematical practice in order to determine protocols and norms for group work.	ITL and Principal will provide structure for PLC and templates for teachers to use to determine student outcomes based on grade level standards	PLC templates
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. Teachers will use extension lessons and/or scaffolds to address the diverse academic and linguistic needs of all students with a particular focus on African American students and ELLs.	ITL and Principal will provide PD around instructional strategies including GLAD strategies that support student learning. ITL will coach teachers and provide feedback to adjust instruction	Walkthroughs and coaching notes Feedback from PD
2-4	Teachers will use their knowledge of students learning styles to establish group work conditions including process, roles, norms and protocols that allow students to justify their thinking through academic discussions as students engage in productive struggle through math as well as science investigations.	ITL and Principal will provide PD around academic discussions in math. Provide PD around unpacking the science investigations to identify opportunities for students to work collectively as a group. Conduct walkthroughs and provide feedback to teachers	Walkthroughs and coaching notes Academic Discussion Rubric Classroom Profile

2-5	Teachers will use PD/PLC time to look at student work in order analyze patterns of student achievement and identify next steps for students who are above, at, approaching or below standard.	ITL and Principal will provide time and protocols for teachers to use to analyze student work. ITL will facilitate PLCs	Grade Level PLC agenda and notes PD Feedback
2-6	Teachers will differentiate instruction 4 days per week by meeting with small groups using a blended learning rotation model in which some students work on ST math and others work with the teacher in order to provide access for foster youth, newcomers, African American and Gate students. Ensure use of ST Math (15 min) Data Protocol at staff meetings or PLCs on regular basis, to analyze students progress and plan next steps / differentiation.	ITL and Tech lead will provide training on ST Math for new teachers to promote differentiation, Blended Learning and working in groups. Monitor weekly use of ST Math.	Weekly Clever report Provide feedback to teachers about use of ST Math and student progress
2-7	Teachers will use instructional strategies of: Number/Dot Talks, 3 Reads and group discussion to support equitable engagement and access for all students including newcomers, GATE and struggling students.	Principal /ITL will provide Math PD to model and conduct 3 Reads Strategy, Number/Dot Talks and Academic Discussion. ITL will create systems for peer observations with time for debrief. Conduct walkthrough of specific instructional strategies ITL will provide model lessons for teachers.	Peer Observation Schedule Debrief notes Walkthrough feedback
2-8	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.	Math data wall will monitor a CEOU and math IAB data school wide.
2-9	Teachers will incorporate ST Math in a Blended Learning model to differentiate for newcomers.	Principal will provide schedule for Chromebook use.	Tech Lead, teacher, principal will monitor data
2-10	Teachers will incorporate ST Math in a Blended Learning model to differentiate for Gate students.	Principal will provide schedule for Chromebook use.	Tech Lead, teacher, principal will monitor data

2-11	Teachers will use number talks to support language development for newcomer and English Language Learner students.	Principal /ITL will provide Math PD to model and conduct 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.	ILT will create a system and protocol for teachers watching teachers teach.
2-12	Teachers will support foster youth by providing small group instruction in math, focusing on applying skills and strategies learned during math lessons.	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.	Math data wall will monitor CEOU and math IAB data school wide.
2-13	Teachers will use math journals for students to write about their learning. Students will use journals to self-monitor their progress and set goals for math instruction.	ITL will provide Math PD for teachers to model goal setting and ways to use their math journal with students.	Teacher feedback in math journals and PLC notes as teachers analyze student learning from journals.

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy - Writing about Reading		
School Theory of Change:	If we provide professional development for teachers that model ways to integrate writing about reading throughout the day and across the curriculum, then teachers will provide opportunities for students to transfer higher-level thinking from reading to writing, so that students will be able to apply information inferred from the text, provide reasoning behind their answers which will result in deepening their comprehension of complex text as measured by SRI, F&P, F&P Foundations and SBAC.		
Related School Goal(s):	By the end of the 2019-2020 school year, 30% of the students will score at Standards Met on the SBAC and increase the DF3 to -84 By the end of the 2019 - 2020 school year, 30% of 3rd - 5th grade students will score at or above proficient on SRI assessment; 60% of Kinder students will be at or above benchmark in Letter Names and Sounds; 30% of 1st grade students will score at or above benchmark on F & P assessment.		
Students to be Served by these Practices	<i>All students will be served by these practices. Small group instruction will be used to move students who are approaching benchmark as well as multiple years below grade level.</i>		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

3-1	Teachers will use PLC time to create writing tasks based on reading of complex text used during Close Reading, including a criteria for mastery.	Create a matrix for teachers to model ways to integrate writing about reading throughout their day. Provide PD for teachers around creating writing tasks across the curriculum ITL and Principal will conduct walkthroughs to observe students engaged in writing tasks. Works with ILT to collaboratively calibrate what constitutes high quality work and achieve common scoring and grading practices.	Lesson plans for writing tasks Walkthrough notes Feedback from PD ILT Agenda and notes GLAD Charts around the classroom
3-2	Teachers will unpack grade level reading and writing standards in order to engage students in meaningful tasks as they write about reading in Workshop, Close/Shared Reading and/or Interactive Read Alouds. Teachers will use the DOK to create text dependent questions that expand from levels 1 through 4.	Principal and ITL will provide PLC time for teachers to collaboratively create standards based text dependent questions as well as determine the Toolbox tools needed for students to be successful in the task.	Grade level text dependent questions and lesson plans PLC agenda and notes
3-3	Teachers will unpack reading and writing units of study and unpack each unit to determine: opportunities for writing about reading, language demands of the unit for ELLs and newcomers, identifying the SEL strategies to be used throughout the unit and the formative assessments to be used to monitor student progress and check for understanding.	Principal and ITL will provide PD for teachers to assist in identifying key standards for the units, share best practices for integrating SEL and possible formative assessments throughout reading and writing units. The Instructional Leadership Team (ILT) will review the scope and sequence of the units to identify focal standards for each unit.	Backwards Planning Unit ILT agenda
3-4	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 ITL will create cycles of inquiry for PLCs that allows teachers to consistently plan lessons, analyze student writing tasks, monitor and adjust instructional practices. Use writing rubrics to create teacher and student goals.	Principal and ITL will monitor and document meetings PLC agendas and notes stating next steps

3-5	Teachers will come prepared to attend Data Analysis meetings with the principal and ITL to monitor progress relating to goals, reflect on best practices and adjust to support, ELLs, newcomers, struggling and GATE students 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. TSA will provide template for synthesizing data at a PLC. 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.	Principal and ITL will monitor and document meetings
3-6	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/ITL will do weekly walk-throughs - to assess progress towards goals, collect data to inform professional learning and share with staff for reflection and revision as needed.	Walkthroughs will use PD related Look-fors for RW, WW, Designated/Systematic ELD, and 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.
3-7	Teachers will use three foundational GLAD strategies throughout the components of balanced literacy including: Close/Shared Reading, Reading and Writing Workshop, Shared Writing, Interactive Writing and Reading and Word Study in order to provide access to ELLs and newcomers.	ELL Ambassador and Gladiator will provide PD for teachers to model ways to use GLAD strategies through integrated ELD. Principal and ITL will create a schedule for teachers to conduct Peer Observations with time for debrief	Anchor Charts Model lessons Peer Observation notes
3-8	Teachers will continue to develop daily Conferring and Guided Reading skills - as most effective measure to help all students, specifically ELLs, newcomers and struggling students meet their F &P and SRI goals.	Principal and ITL will provide PD to improve classroom instruction in notetaking for Conferring, Guided Reading	Teacher conferring notes Guided Reading lesson plans

3-9	Teachers will provide Small Group Instruction by grouping students based on results of conferring, reading records and on demand assessments, so that teacher will work multiple groups daily, and confer with 3-4 individual students daily during Independent Reading and Writing Time	To improve classroom instruction, Principal and ITL will support 5-6 teachers a week with classroom coaching/support during reader's and writer's workshop and support those teams during PD and PLC. Principal will arrange for coverage during PLC.	Weekly walkthroughs and 1 on 1 meeting notes will result in improving classroom instruction
3-10	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, Newsela and other programs - by setting goals, monitoring progress and following through with next steps.	Principal, ITL and Tech Lead will provide PD to improve instruction in Blended Learning expectations and Best Practices.	Data from the Blended Learning model will be reviewed in PLC and by Principal and Tech lead.
3-11	ITL/TS and support staff (STIP) will work with struggling students, and ELLs in grades 3-5, in small groups, use guided reading and/or LLI to target specific skills, and continually assess (including site words, informal running records, SRI) and adjust groups based on those assessments. STIP will work with K-2 struggling students focusing on Foundational Skills using Words Their Way and Guided Reading to target specific skills.	Provide teachers with opportunities to plan together in weekly PLCs to better prepare lessons for differentiation to support ELLs, Newcomers, and GATE students, with support of a curriculum coach. MTSS includes STIP sub and volunteers working with small groups - push in and pull out - with LLI, Rime Magic, and Guided Reading. (2 ASP tutors funded by grant)	ITL/TSA and support staff will monitor SRI and F&P of students in small groups.
3-12	4-5th grade teachers will support all students with Word Generation 3rd grade teachers will use Words Their Way, and 1st-2nd will use SIPPS, and TK and K will use Foundations, and Seeds for TK.	TSA /Principal will meet on a weekly basis to progress monitor and identify PD needs and individual support for teachers with word study as needed. 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.	Walkthrough observation notes and feedback

3-13	Teachers will use model writing to demonstrate strategies taught through the Writing Units of Study on narrative, information, and opinion writing.	Provide teachers with PD through partnership with Bay Area Writing Project that allows teachers to teach a writing strategy then bring student work to PD in order to analyze and adjust teaching practice.	Feedback notes from walkthroughs Student writing samples Unit plans for each genre of writing
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Reclassification
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 School Goal(s):	By the end of the 2019 - 2020 school year, 25% of English Language Learners will demonstrate English proficiency and be reclassified as English proficient.
Students to be Served by these Practices	<i>English Language Learners of all levels and newcomers will be served by these practices.</i>

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will provide 30 minutes daily (designated) ELD based on ELD standards, using provided Systematic ELD.	Principal, newcomer teacher and/or ITL will provide ELD PD focusing on Academic Conversation and teaching Designated ELD. Principal and ITL will will design ELD walkthrough templates.	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI SBAC and F&P - including Walkthrough data. Formative Assessments to monitor student progress Use Academic Discussion rubric
4-2	Teachers will use ELD, Frontloading and GLAD strategies throughout the day across content (Integrated ELD) with a focus on Academic Language.	Principal and newcomer teacher will provide ELD PD focusing on Academic Conversation, Frontloading, GLAD strategies, and teaching Designated ELD. Principal, newcomer teacher and ILT will will design ELD walkthrough templates.	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC GLAD Charts in classrooms Feedback forms

4-3	Newcomer students will have an additional 30 min of Designated ELD from Newcomer Teacher	Principal and ILT/TSA will train, support, schedule support staff for ELD support in core subjects. Newcomer teacher will create a schedule for newcomer students Newcomer teacher will meet with Principal/ITL to monitor student progress	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC
4-4	ELD students will be pulled out for Guided Reading groups with the Stip subs.	Principal and ILT/TSA will train, support, schedule support staff for ELD support	SRI and F&P scores of ELD students will improve. Use running records weekly to monitor student progress.
4-5	Teachers will focus on ELL's speaking and listening levels to develop students' speaking and listening skills through Academic Discussion	PD Cycles will focus on ELLS to develop teachers' skills at teaching Academic Discussion and student listening and speaking skills.	There will be an increase in opportunities for students to talk. Opportunities to talk will be monitored by walkthrough documents. Academic Discussion rubrics completed by teachers
4-6	Teachers will use IEPs to inform instruction for ELL students with disabilities in order to support students. Students with disabilities will be given extended time for tasks and additional pullouts by Resource teacher.	Principal will support RSP teacher with supporting ELL students with IEPs.	RSP IEP records for students who are English Language Learners.
4-7	Teachers will use small group instruction to support English Language Learners who are foster youth during ELD and Math.	Principal and ILT/TSA will train, support, schedule support staff for ELD support in core subjects	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC
4-8	Teachers will use small group instruction to support English Language Learners who are economically disadvantaged or low-income during ELD and Math.	Principal and ILT/TSA will train, support, schedule support staff for ELD support in core subjects	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC
4-9	Teachers will use Imagine Learning during designated ELD with a small group of students so that the teacher can pull the rest of the ELLs to decrease size for better teacher to student ratio and then be used as a rotation so all ELLs get teacher directed ELD.	Principal and ITL/TSA will train, support, and schedule support staff for ELD support in core subject.	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC

4-10	Students will be assessed based upon expressive and receptive language skills and grouped according to their English proficiency levels for ELD instruction.	Principal, ITL and newcomer teacher will provide professional development and assistance to train teachers. Newcomer teacher will assist in creating school wide ELD schedule.	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 136

School: Horace Mann Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Afterschool program	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Provide teachers with opportunities to plan together in weekly PLCs to better prepare lessons for differentiation to support ELLs, Newcomers, and GATE students, with support of a curriculum coach. MTSS includes STIP sub and volunteers working with small groups - push in and pull out - with LLI, Rime Magic, and Guided Reading. (2 ASP tutors funded by grant)	136-1
\$55,500.00	Comprehensive Support & Improvement (CSI) Grant	Newcomer Teacher	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries		n/a	0.50	Principal, newcomer teacher and/or ITL will provide ELD PD focusing on Academic Conversation and teaching Designated ELD. Principal and ITL will will design ELD walkthrough templates.	136-2
\$49,358.09	Comprehensive Support & Improvement (CSI) Grant	11 mo. TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.40	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.	136-3

\$8,177.91	Comprehensive Support & Improvement (CSI) Grant	Supplies & Supplemental Materials	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Teachers will differentiate instruction 4 days per week by meeting with small groups using a blended learning rotation model in which some students work on ST math and others work with the teacher in order to provide access for foster youth, newcomers, African American and Gate students. Ensure use of ST Math (15 min) Data Protocol at staff meetings or PLCs on regular basis, to analyze students progress and plan next steps / differentiation.	136-4
\$5,016.00	Comprehensive Support & Improvement (CSI) Grant	Museum of Children's Art	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Principal and ITL will provide PLC time for teachers to collaboratively create standards based text dependent questions as well as determine the Toolbox tools needed for students to be successful in the task.	136-5
\$6,000.00	Comprehensive Support & Improvement (CSI) Grant	Standards Institute: Leadership Professional Development	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		ITL and Principal will provide professional development time for teachers to unpack tasks and review the criteria for mastery.	136-6
\$17,950.00	Comprehensive Support & Improvement (CSI) Grant	Bay Area Writing Project	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Teachers will use PLC time to create writing tasks based on reading of complex text used during Close Reading, including a criteria for mastery.	136-7
\$13,310.00	General Purpose Discretionary	Attendance Clerk	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	2910	Attendance Specialist	0.25	Teachers will complete classroom profile on students in order to build relationships and learn more about students. Teachers will conduct initial parent conferences during the first weeks of school to assist with completion of the classroom profile and review the guidelines for satisfactory attendance.	136-8
\$10,000.00	General Purpose Discretionary	Supplies	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies		n/a		Teachers will use pre-filled jaguar cards to consistently incentivize positive behaviors.	136-9

\$4,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	136-10
\$5,000.00	General Purpose Discretionary	Site licenses	Goal 3: Students are reading at or above grade level.	5846	Licensing Agreements		n/a		Teachers will incorporate ST Math in a Blended Learning model to differentiate for newcomers.	136-11
\$500.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Overall support for academic and social-emotional practices	136-12
\$25,000.00	LCFF Concentration	Heros	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		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 ELLs and newcomers.	136-13
\$45,604.58	LCFF Supplemental	STIP	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	1.00	ITL/TIS and support staff (STIP) will work with struggling students, and ELLs in grades 3-5, in small groups, use guided reading and/or LLI to target specific skills, and continually assess (including site words, informal running records, SRI) and adjust groups based on those assessments. STIP will work with K-2 struggling students focusing on Foundational Skills using Words Their Way and Guided Reading to target specific skills.	136-14
\$51,675.00	LCFF Supplemental	.45 Prep	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a		Provide teachers with opportunities to plan together in weekly PLCs to better prepare lessons for differentiation to support ELLs, Newcomers, and GATE students, with support of a curriculum coach. MTSS includes STIP sub and volunteers working with small groups - push in and pull out - with LLI, Rime Magic, and Guided Reading. (2 ASP tutors funded by grant)	136-15

\$49,358.09	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6497	10-Month Classroom TSA	0.40	Principal and ILT/TSA will train, support, schedule support staff for ELD support in core subjects. Newcomer teacher will create a schedule for newcomer students Newcomer teacher will meet with Principal/ITL to monitor student progress	136-16
\$12,378.00	LCFF Supplemental	Stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a			136-17
\$5,000.00	LCFF Supplemental	HEROES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		During pre-service week, teachers will unpack PBIS behavior matrix to determine expectations for all areas of the school, using the "Horace Mann Way" of being safe, responsible and respectful as the guide.	136-18
\$46,496.00	LCFF Supplemental	Seneca Contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Continue to work in partnership with Seneca, through staff professional development, and on an individual basis to develop and implement school wide, classroom, small group and individual Tier 2 and 3 behavior supports.	136-19
\$6,000.00	LCFF Supplemental	Site licenses	Goal 5: Students are engaged in school every day.	5846	Licensing Agreements		n/a		Teachers will incorporate ST Math in a Blended Learning model to differentiate for Gate students.	136-20
\$10,373.00	Measure G	Surplus	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		n/a	136-21
\$20,000.00	Measure G	Furniture	Goal 3: Students are reading at or above grade level.		n/a		n/a		Teachers will unpack grade level reading and writing standards in order to engage students in meaningful tasks as they write about reading in Workshop, Close/Shared Reading and/or Interactive Read Alouds. Teachers will use the DOK to create text dependent questions that expand from levels 1 through 4.	136-22

\$78,878.00	Title I: Basic	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6497	10-Month Classroom TSA	0.60	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.	136-23
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Title I School Parental Involvement Policy 2018-19

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Horace Mann _____ agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents can participate in the development of the Title 1 plan through: School Site Council, Monthly Parent Cafe, Family Literacy Night, Family Math Night, Family Science Night

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly Parent Cafe's are offered to parents. They are offered on either the 2nd Friday or Monday of each month.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

All parents are provided with flyers and notices to attend School Site Council meetings each month. During this time, parents are able to reievew how the Title 1 funds are spent and offer suggestions for programs for Title 1 students.



Building Parent Capacity for Involvement

Horace Mann

(Name of school) _____:

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:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

During Parent Cafes, parents receive friendly copies of the standards, look at the K-5 progression. Parents experience math and language arts lessons to identify how to help their child at home. Parents receive benchmarks of assessments to monitor students.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents have opportunities to practice reading a story and asking questions. Parents receive comprehension questions to ask their child. Parents are given strategies to help students with math homework as well.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Inform staff of topic covered in Parent Cafes and in monthly parent newsletter. Advise staff to use their forms of parent communication to inform parents of meetings. Kinder teachers do parent workshops to provide examples of how to help.



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

During Back to school night, parents are informed about the Title 1 program and also informed that the Title 1 funds support the Computer and PE classes in addition to the Academic Mentor who provides intervention for struggling Title 1 students and the software licenses students use to provide individualized support for students.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

At Back to School night, parents are informed about the curriculum for each content area and assessments used to measure student progress (SRI, IABs, SBAC, CEOUs, F&P. Each trimester, parents are invited to a special Parent Cafe to review data.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

All parents are invited to School Site Council meetings each month to review school site plan, monitor the progress of the plan and offer suggestions of ways to improve the instruction in our school.

School-Parent Compact

Horace Mann

(Name of school) _____:

has jointly developed with and distributed to parents of Title I students 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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



- 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.

(In the box below, briefly describe or bullet how this happens at your schools.)

Coordinate with the after school program to conduct parent workshops on communications. Coordinate with SENECA to provide workshops for parents. Hold events like Family Reading, Science and Math night for families.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

At the beginning of each month, a newsletter is sent to families that include tips for the month and a calendar of activities for that month, which is translated into Spanish for our Title 1 families. We also have SSC flyers posted 72 hours before meetings.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Opened a Parent Center this year that has resources for parents to look for jobs, information about health care options as well as community resources.

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.

(In the box below, briefly describe or bullet how this happens at your school.)

The monthly parent newsletter is translated into Spanish. The parent cafe meetings have a translator for Spanish and Arabic languages. During the Family Engagement events, translators are available to assist.



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Horace Mann School Site Council on (Date) 11/8/19 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) Horace Mann'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.

Jammi Adams

(Principal's Signature)

4/30/19

(Date)

Horace Mann Elementary School Compact
School Name

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.

Jaslene Chávez
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.

Daisy Chang
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.

M. Evans

Teacher signature

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

Signed on this 5 day of September, 2018.



2018-2019
School Site Council Membership Roster – Elementary

School Name: Horace Mann

Chairperson : Regina Bellow
Vice Chairperson: Alma Delucchi
Secretary: Emily Walsh

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Tammie Adams	X			
Sandra Andrade			X	
Emily Walsh		X		
Chansell Evans-Green		X		
Dale Turner		X		
Regina Bellow				X
Alma Delucchi				X
Griselda Arceo				X
Vonetta Mitchell				X
Malak Alsbanhi				X
Guadalupe Arellano (Alternate)				X

Meeting Schedule (day/month/time)	3 rd Thursday's @ 3:00 pm; November 15, 2018
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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.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community