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

# Board Cover Memorandum

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| **To** | Board of Education |
| **From** | Kyla Johnson-Trammell, Superintendent |
| | Sondra Aguilera, Chief Academic Officer |
| **Board Meeting Date** | CWlcVYf˙% , 2021 |
| **Subject** | 2021-2022 School Plan for Student Achievement (SPSA) - Horace Mann Elementary School |

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| **Ask of the Board** | Approval by the Board of Education of the 2021-2022 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): <br> ● Title I, Part A <br> ● Title IV, Parts A and B <br> ● After School Education and Safety (ASES) |
| **Attachment** | 2021-2022 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School |

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

# 2021-2022 School Plan for Student Achievement (SPSA)

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| **School:** | **Horace Mann Elementary School** |
| **CDS Code:** | 1612596001929 |
| **Principal:** | Tammie Adams |
| **Date of this revision:** | 5/20/2021 |

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:

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

*The School Site Council recommended this revision of the SPSA for Board approval on:* 5/20/2021
*The District Governing Board approved this revision of the SPSA on:* 10/13/2021

**OAKLAND UNIFIED SCHOOL DISTRICT**
**Kyla Johnson-Trammell, Superintendent**
**Shanti Gonzales, Board President**

## 2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 and 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:**   5/20/2021

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

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

**Signatures:**

| | | |
|---|---|---|
| Tammie Adams | *Tammie Adams* | 5/24/2021 |
| Principal | Signature | Date |
| Dale Turner | *Dale Turner* | 5/26/2021 |
| SSC Chairperson | Signature | Date |
| Monica Thomas | *Monica Thomas* | 5/24/2021 |
| Network Superintendent | Signature | Date |
| Lisa Spielman | *Lisa Spielman* | 5/26/21 |
| Director, Strategic Resource Planning | Signature | Date |

## 2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.*

| Date | Stakeholder Group | Engagement Description |
|------|-------------------|------------------------|
| 1/21/2021 | SSC | Reviewed Standards Mastery Data for 3rd - 5th grade. |
| 2/25/21 | SSC | Reviewed and vote on Title 1 and Title 4 expenditures for 21-22 SY |
| 3/11/21 | SSC | Approve Title 1 funds for .55 of Prep instead of TSA |
| 4/15/21 | ILT | Review 20-21 instructional priorities to determine the instructional focus for 21-22 SY |
| 4/15/21 | SSC | Review Draft of 21-22 SPSA |
| 5/12/21 | Parents & Community | Previewed the connection between the SPSA and the Early Literacy Support Block Grant |
| 5/20/21 | SSC | Vote to approve budget and SPSA for 21-22 school year |
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## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (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 California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. 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.

- *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.

## 2021-2022 BUDGET SUMMARY

**Budget Summary**

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $87,740.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $669,598.00 |

**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) | $80,250.00 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | $13,200.00 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | $2,140.00 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | $181,900.00 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | $0.00 | TBD | Local Control Funding Formula Concentration Grant (LCFF Concentration #0003) | $32,100.00 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | $5,350.00 | TBD | After School Education and Safety Program (ASES #6010) | $111,945.00 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | $0.00 | TBD | Early Literacy Support Block Grant (ELSBG #7812) | $187,713.00 | TBD |
| | | | Measure G Library Support (Measure G #9334) | $55,000.00 | TBD |
| | | | Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332) | $0.00 | TBD |
| | | | Measure N: College & Career Readiness For All (Measure N #9333) | $0.00 | TBD |
| **SUBTOTAL OF FEDERAL FUNDING:** | **$87,740.00** | **$0.00** | **SUBTOTAL OF STATE & LOCAL FUNDING:** | **$581,858.00** | **$0.00** |

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| **TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:** | **$669,598.00** |
| **TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:** | **TBD** |

# 2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

## 1A: ABOUT THE SCHOOL

| **School:** Horace Mann Elementary School | **School ID:** 136 |
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### School Description

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

### School Mission and Vision

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

## 1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

| Focus Area: | Priority Strengths | Root Causes of Strengths |
|---|---|---|

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| *College/Career Readiness* | *2nd grade increased % of students at grade level from 13% to 25% on iReady Diagnostic<br>*5th grade increased % of students at/above grade level from 20% in 19-20 to 23.5% in 20-21 with an increase of students above grade level from 4.4% last year to 20.6% on RI.<br>*3rd grade increased % of students at/above grade level from 8.1% in the fall to 15.4% mid-year on RI.<br>*1st grade moved students from Tier 3 to Tier 2 on iReady diagnostic.<br>*Kinder has 69% of students scoring at Tier 1 on iReady diagnostic<br>*The domain of vocabulary increased from 19% to 29% for 1st & 2nd grade on iReady Diagnostic. | *Consistent SIPPS instruction including administration of Mastery Tests to monitor student progress.<br>* Student use of iReady My Path Instruction and teacher monitoring student progress and adjusting lessons as needed.<br>*Teachers using EL Ed curriculum to isolate passages from the text to compare characters' responses to events, annotate the text to identify important details, or highlighting unknown vocabulary to determine the meaning.<br>*Teachers using Languge Dives to deepen the understanding of the text by unpacking sentences to make sense of the English Language and practicing to apply those skills to their writing.<br>*Teachers reflect and analyze student work samples during PLC to determine strengths of the class and the gaps in student learning to make instructional shifts.<br>*Professional development focused on Close Reading and Language Dives gave teachers the knowledge to apply in their instruction. Additional focus on building accountability, allowing for formative thinking and checking for understanding as instructional strategies helped to keep/get students engaged in lessons and provided teachers with evidence of student learning. |

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| *Focal Student Supports* | African American:<br>*1st/2nd students moved 11% of students from Tier 3 to Tier 2 on the iReady Diagnostic<br>*3rd grade increased from 0% to 7.1% at grade level on the RI.<br>*Satisfactory attendance increased from 29.7% last year to 45.5% this year.<br>Math:<br>*39% of 3rd grade students scored at progressing or proficient on fall Standards Mastery Assessment.<br>*# of 4th grade students who scored at progressing increased from 12% to 42% on mid year assessment.<br>*# of 5th grade students who scored at progressing increased from 6% to 38%.<br># of 4th grade students who scored at beginning decreased from 85% down to 53% on Standards Mastery.<br>*# of 5th grade students who scored at beginning decreased from 94% down to 59% on Standards Mastery. | *K/2 students are receiving consistent SIPPS instruction including administration of Mastery Tests to monitor student progress<br>*Students receive targeted small group intervention<br>*Students use iReady MyPath which gives them lessons targeted at their reading level<br>*Students have different options for engagement during distance learning<br>*We are holding monthly attendance challenges and raffles that students are entered into for perfect attendance |
| *Student/Family Supports* | *Use of OUSD Force to complete COST referral forms helped to keep track of student concerns.<br>*Percent of positive responses increased from 47% to 57.2% in the Social & Emotional Learning Domain of CHKS.<br>* Safety & Bullying domain decreased from 57% to 49% on CHKS.<br>*Percent of positive responses increased from 59% to 61% in the domain of School Climate on CHKS.<br>* Restorative Justice practices have provided students with the safe space to deal with harm and difficulties they have faced with pandemic and non-pandemic related issues. | *Relational trust was built with families through virtual home visits.<br>*Virtual Parent Cafes increased from once to twice per month in order to provide updates and workshops.<br>*Monthly newsletter sent to families through Talking Points<br>*Virtual Bedtime Story Hour provided families with a safe, fun environment to engage with one another and the staff.<br>*Implementation of Caring Schools Community provides a structure for students to engage in morning meetings and to build community with one another.<br>*Teachers are using realia to model the mathematics. |

| Staff Supports | *84% of staff have participated in PD around SEL<br>*40% of staff have made a signficant change to their practice as a result of participating in SEL PD.<br>*88% of staff agree/strongly agree that the site is supportive and inviting to work<br>*92% of staff agree/strongly agree that the site promotes personnel participation in decision making that affects school practices and policies.<br>*88% of staff agree/strongly agree that the site promotes trust and collegiality among staff. | *Teachers work collaboratively in grade level PLCs to analyze student data, support each other with consultancies, and make instructional shifts to support students.<br> *Structures are in place for teachers to plan a lesson, teach, collect data, analyze, and adjust during PLCs.<br>*Weekly check ins with Admin to provide support, analyze benchmark data, engage in thought partnership around small group instruction.<br>*Provide structure for teachers to engage as a Public Learner to support one another.<br>*Weekly Wellness check ins for the entire staff and monthly virtual Happy Hours provide social time for staff to build trust and bond with one another.<br>*Teachers began mirror work of becoming antiracist leaders. |
| **Focus Area:** | **Priority Challenges** | **Root Causes of Challenges** |

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| *College/Career Readiness* | *62% of 3rd grade scored in Tier 3 on ELA Standards Mastery Assessment.<br>*84% of 4th grade scored @ Tier 3 on ELA Standards Mastery<br>*48% of 5th grade scored @ Tier 3 on ELA Standards Mastery<br>*64% of 3-5 scored at MYB on RI<br>* 1st grade decreased by 8% in phonics from fall to mid-year iReady Diagnostic<br>* Many of the 1st & 2nd grade students continue to score in the beginning range of lessons for SIPPS.<br>*Students are not progressing through SIPPS lessons and gaining automaticity with sight word recognition.<br>*Students continue to struggle with blending and sengmenting within SIPPS lessons.<br>*77% of 3rd grade students scored at beginning on Math Standards Mastery for the midyear assessment.<br>*61% of 3rd grade student sscored at beginning on Math Standards Mastery asssessment for the fall. | *Attempted to create the same conditions as when we were in the building, but took a while to get systems in place and instruction off the ground.<br>*Huge learning curve for teachers with a new curriculum while teaching in distance learning.<br>*Opportunities for students to engage in discussion with other students was not consistent across the school.<br>*Targeted small group instruction was inconsistent across the site.<br>* Admin struggled with consistent observation and feedback loops<br>*We did not get SIPPS instruction up and running consistently and with fidelity until December<br>*Progress monitoring through SIPPS Mastery Tests was not consistently administered<br>*There is not enough personnel to provide targeted Word Recognition instruction and students were placed into groups based on staffing, not needs.<br>*Due to distance learning, we were unable to place 1st - 2nd grade students in appropriate groups across classrooms.<br>*Students are not using the Instruction Path on iReady consistently for 30 min per day.<br>*Students did not have an opportunity to practice using software such as Newsela to highlight and/or annotate grade level text in order to determine the main idea and details of the text.<br>*Teachers are adjusting math curriculum to meet the needs of the students, not the demands of the standards.<br>*Teacher scaffolds continue to support students, but also lower the rigor of the math tasks students are asked to do independently.<br>*Lots of whole group instruction which prevents the burden of the learning to fall on students. The lack of gradual release of instruction prevents students from carrying the cognitive load and taking ownership of their learning. |
| *Focal Student Supports* | *AA has lowest participation rate @86.7%<br>*AA made no growth on RI from fall to mid year on RI | *Functions of attendance team started late in the year.<br>*Focal students were identified but progress monitoring with those students was inconsistent. |

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| *Student/Family Supports* | *Pacific Islander families report decline in positive responses on CHKS.<br>*Family Engagement is low in Parent Cafe | *All cultures are not represented throughout the school; students are unable to "see" themselves in the school.<br>*No clear scope and sequence developed for Parent Cafe<br>*Topics for Parent Cafe were not developed in collaboration with parents.<br>*  A disconnect with parents do to distant learning, parents and staff use to check in with each other before or after school during dropping off or picking up times. |
| *Staff Supports* | *33% of staff named that all students can learn, but we are not interrupting negative beliefs about students and their abilitites.<br>*22% of staff named that we use backwards planning and standards based assessments to understand student learning.<br>*22% of staff named that we only discuss student learning in general terms. | *Discourse 1 about student/family abilities due to distance learning still exists<br>*Consistent structure for PLCs established late in the year<br>*Due to the new curriculum, all teachers were in a different place in the curriculum, which made it difficult to collaboratively plan<br>*Backwards mapping the unit/curriculum only took place with the first module |

## 1C: 20-21 STUDENT GOALS & TARGETS

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

| **School Goal for May 2024:** | By the end of the 2024 school year, 100% of all Kinder, First & Second Grade students will score at/above benchmark on iReady diagnostic assessment.  75% of 3rd - 5th grade students will score at/above grade level on iReady Standards Mastery Assessment. |
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| *Instructional Focus Goal:* | *All students experience success in the early years.* |
|---|---|

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|---|---|---|---|---|---|
| K at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | 80.0% | 100.0% |
| Grade 1 at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | 75.0% | 90.0% |
| Grade 2 at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | 50.0% | 85.0% |

| Instructional Focus Goal: | All students continuously grow towards meeting or exceeding standards in Language Arts. | | | | |
|---|---|---|---|---|---|
| **Measure** | **Target Student Group** | **District Growth Targets** | **Spring 2020 Baseline** | **Spring 2021 Target** | **Spring 2022 Target** |
| SBAC ELA Distance from Standard Met | All Students | +15 points DF3 | -132.5 (Spring 2019) | n/a | tbd |
| Reading Inventory (SRI) Growth of One Year or More | All Students | +5pp | n/a | Coming soon | tbd |
| Grades 3–5 at or above Mid-Grade (i-Ready) | All Students | tbd | tbd | n/a | tbd |

| Instructional Focus Goal: | All students continuously grow towards meeting or exceeding standards in Math and Science. | | | | |
|---|---|---|---|---|---|
| **Measure** | **Target Student Group** | **District Growth Targets** | **Spring 2020 Baseline** | **Spring 2021 Target** | **Spring 2022 Target** |
| SBAC Math Distance from Standard Met | All Students | +15 points DF3 | -88.6 (Spring 2019) | n/a | tbd |
| IAB Math Above Standard | All Students | n/a | 0.7% | n/a | tbd |
| CAST (Science) at or above Standard | All Students | n/a | 2.0% (Spring 2019) | n/a | tbd |

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

| **School Goal for May 2024:** | By the end of the 2024 school year 50% of the students will score at Standards Met on ELA SBAC and increase DF3 to -58; increase DF3 on Math SBAC to -98; decrease students who are multiple years below grade level on RI to 40%. |
|---|---|

| Instructional Focus Goal: | All students continuously grow towards meeting or exceeding standards in Language Arts. | | | | |
|---|---|---|---|---|---|
| **Measure** | **Target Student Group** | **District Growth Targets** | **Spring 2020 Baseline** | **Spring 2021 Target** | **Spring 2022 Target** |
| SBAC ELA Distance from Standard Met | Students with Disabilities | +20 points DF3 | -113.6 (Spring 2019) | n/a | tbd |
| SBAC ELA Distance from Standard Met | African-American Students | +20 points DF3 | -143.7 (Spring 2019) | n/a | tbd |

| Grades 3–5 at or above Mid-Grade (i-Ready) | Students with Disabilities | tbd | Please choose a focal student group at left. | Please choose a focal student group at left. | tbd |
|---|---|---|---|---|---|
| Grades 3–5 at or above Mid-Grade (i-Ready) | African-American Students | Please choose a focal student group at left. | Please choose a focal student group at left. | Please choose a focal student group at left. | tbd |
| Reading Inventory (SRI) Multiple Years Below Grade Level | All Students | -5pp | 63.8% | Coming soon | tbd |

| Instructional Focus Goal: | All students continuously grow towards meeting or exceeding standards in Math and Science. | | | | |
|---|---|---|---|---|---|
| **Measure** | **Target Student Group** | **District Growth Targets** | **Spring 2020 Baseline** | **Spring 2021 Target** | **Spring 2022 Target** |
| SBAC Math Distance from Standard Met | Students with Disabilities | +20 points DF3 | -112.3 (Spring 2019) | n/a | tbd |
| SBAC Math Distance from Standard Met | African-American Students | +20 points DF3 | -123.8 (Spring 2019) | n/a | tbd |
| IAB Math Above Standard | Students with Disabilities | n/a | 0.0% | n/a | tbd |
| IAB Math Above Standard | African-American Students | n/a | 2.9% | n/a | tbd |

| Instructional Focus Goal: | English Learner students continuously develop their language, reaching English fluency in six years or less. | | | | |
|---|---|---|---|---|---|
| **Measure** | **Target Student Group** | **District Growth Targets** | **Spring 2020 Baseline** | **Spring 2021 Target** | **Spring 2022 Target** |
| ELL Reclassification | English Learners | Reclassify 16% | 1.9% | n/a | tbd |
| LTEL Reclassification | Long-Term English Learners | Reclassify 25% | 0.0% | n/a | tbd |

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

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| **School Goal for May 2024:** | Consistently use morning meetings with CSC curriculum to create an environment that allows students to feel welcome, safe, connected to their classroom and their school. Students use RJ techniques to mediate conflicts with one another and support other students to resolve conflicts through RJ Circles. All students feel a sense of connection to the school and every adult in the building. All students are able to articulate, model and demonstrate school wide and classroom expectations consistently. |

| *Instructional Focus Goal:* | *All students build relationships to feel connected and engaged in learning.* | | | | |
|---|---|---|---|---|---|
| **Measure** | **Target Student Group** | **District Growth Targets** | **Spring 2020 Baseline** | **Spring 2021 Target** | **Spring 2022 Target** |
| Connectedness | All Students | +5pp | 60.6% | n/a | tbd |
| Suspensions | All Students | -2pp | 3.2% | n/a | tbd |
| Suspensions | African-American Students | -2pp | 6.1% | n/a | tbd |
| Suspensions | Students with Disabilities | -2pp | 8.8% | n/a | tbd |
| Chronic Absence | All Students | -2pp | 25.4% | n/a | tbd |
| Chronic Absence | African-American Students | -2pp | 41.9% | n/a | tbd |
| UCP Complaints | All Students | n/a | n/a | n/a | tbd |

| **Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.** | | | | | |
|---|---|---|---|---|---|
| **School Goal for May 2024:** | Staff takes responsibility to identify and remove all barriers to family engagement, related to race, ethnicity, language, culture, socio-economic status, family structure and families with special needs. Teachers can access available student performance data readily and know how to dissagregate data as needed to inform instruction and make adjustments. Teachers regularly learn from each other in professional learning communities of practice by sharing effective classroom practices. | | | | |
| **Measure** | **Target Group** | **District Growth Targets** | **Spring 2020 Baseline** | **Spring 2021 Target** | **Spring 2022 Target** |
| Staff Satisfaction on PD | All Staff | n/a | n/a [new metric] | n/a | tbd |
| Teacher Retention | All Teachers | n/a | 73.4% (Fall 2020) | n/a | tbd |

**1D: IDENTIFIED NEED**

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

## 1E: RESOURCE INEQUITIES

*Funds that are allocated to our school are based upon the 20 day enrollment count however, many students come into our school well after the 20th day and this year many of those students are newcomers and teachers are not effectively trained to implement supports for newcomers. Additionally, we do not receive additional funds to support those students or provide professional development for teachers for the following year.
*As compared to other schools in OUSD, our parent group is not able to raise enough money to fund any full time positions if the budget doesn't allocate money for necessary staff - Example RJ Coordinator, this prevents us from having consistent supports for students from year to year.
*Factors used to determine allocation of concentration dollars do not represent the community in which our school is placed. As a result, the amount of funds are limited as our area isn't "dangerous" enough to warrant an increase of concentration dollars.
* The additional funding recevied last year from the CSI grant is not available this year because our suspension rate went down, but a high percentage of students are still below grade leve and since we are losing funding, a lot of the resources used during the 19-20 school year are no longer available to support the work we started this year.  This inconsistency is challenging for our staff and students in order to see progress from year to year.

## 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

| **School:** Horace Mann Elementary School | **SPSA Year Reviewed:** 2020-21 | **SPSA Link:** <u>20-21 SPSA</u> |
|---|---|---|

| **2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)** |
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| **20-21 Conditions for Student Learning Priority:** | **Strengthen adult SEL competency and capacity to foster a culture of community and create a safe learning environment.** |
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| **Theory of Change:** | If the Caring Schools Community curriculum in collaboration with RJ and Toolbox Tools are implemented with fidelity and teachers engage in ongoing professional development and leaders provide coaching and feedback cycles then, teachers will build community and create an intellectually safe environment for students. As a result, students will feel connected to one another, their classroom and the school, which will foster a love for school and increase attendance and decrease bullying. |
| **Related School Goal:** | All students build relationships to feel connected and engaged in learning. |

| **Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.** |
|---|
| Teachers began the year with virtual home visits to build relationships with students and families. Using the CSC curriculum, teachers used morning meetings to build a welcoming classroom community. Teachers will create classroom routines and procedures that are clear, effective and culturally responsive and maximize instructional time. Teachers will use Toolbox Tools and positive narration to redirect students to reinforce routines by grounding them in their learning purpose. RJ Facilitator will push into classrooms daily to provide additional support to students, create welcome circles for new students and support teachers with morning circles when needed. |

| **What evidence do you see that your practices are effective?** |
|---|
| Data from Mid-Year TFI shows that 90% of classrooms have online expectations are aligned with school wide ones (ie., we are respectful online by staying on mute when not speaking to the group). 100% of classrooms have environments where students are positively greeted when they enter the classroom space. |

| **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.** |
|---|
| Teachers will continue to implement new curriculum, however more consistent observation and feedback will take place this year. All cultures and communities will be represented throughout the school. Peer RJ facilitators will be established and trained early in the year. Attendance team will begin the year with the first 100 day challenge in order to establish the expectation that students are present everyday. |

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| **20-21 Standards-Based Instruction Priority:** | **Math- Unpacking Standards-Based Math Tasks** |
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| **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:** | All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. |

| **Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.** |
|---|

Due to distance learing, beginning and summative tasks were not administered and students were given the Standards Mastery Assessment instead of the Math IABs. Changes were made to the K-2 CEOU in order to accommodate adjustments to pacing and instruction.

**What evidence do you see that your practices are effective?**

21% of 4th graders scored at grade level in standard OA.1; 12% students scored at progressing in Standard NBT 2&4 in the fall and 42% of students scored at progressing in Standard OA1&2 on midyear Standards Mastery.

**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.**

Teachers did not use Entry and summative tasks as pre-post formative assessments. IABs were not used as the benchmark assessments - iReady Standards Mastery tests were used instead.

| 20-21 Language & Literacy Priority: | Lessons Grounded in Complex Text and Explicit Language Instruction |
|---|---|
| **Theory of Change:** | If teachers consistenly implement EL Education Modules and ALL block with integrity, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in: * F&P, RI, IABs and SBAC * students will actively participate in standards based instruction * students will engage with culturally responsive curriculum * students will engage in productive struggle around complex text and take ownership of their education * students will engage in academic discussions that deepen their understanding of complex text * students will respond to complex text through writing grounded in citing evidence from the text * students have opportunities to learn how language works and make meaning |
| **Related School Goal:** | All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continously develop their language, reaching English fluency in 6 years or less. |

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

As a school we implemented EL Education Module lessons, but they were shifted to the Flex Curriculum lessons provided by the publisher and the district. Teachers consistently provided students with access to grade level complex text through read alouds. Changes that were made to this plan was that 3rd - 5th grade teachers did not backwards map from IAB's. iReady Standards Mastery assessments were used instead. Data Conferences were conducted with teachers after benchmark assessments, with an emphasis placed on the root causes and implications for future instruction. Teachers attended centrally provided PD to share best practices and learn effective engagement strategies to use with students during distance learning.

**What evidence do you see that your practices are effective?**

3rd grade students scoring at or above grade level increased from 8.1% to 15.4% on RI; 5th grade students scoring at proficient on Lit Standards Mastery was 0% in the fall and students scoring at proficient on Info Standards Mastery was 10% on midyear assessment; 2nd grade students scoring at proficient on iReady Diagnostic increased from 13% - 24% and students scoring at beginning decreased from 51% to 36%.

**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.**

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| For each cycle, teachers will identify the focal standards as well as identify the progress monitoring used throughout the cycle. Teachers will also create a scope and sequence aligned to their grade level partner which will provide greater consistency across the school. | |

| 20-21 Conditions for Adult Professional Learning Priority: | Building Capacity for a Strong Collaborative Professional Learning Culture |
|---|---|
| **Theory of Change:** | If administration:<br>* sets expectations and conditions for what a collaborative culture of teaching and learning looks like,<br>* grounds the work in collaborative norms and informed by professional standards,<br>* builds the capacity of ILT to lead collaborative spaces focused on student and professional growth,<br>**then:**<br>* teachers will engage in individual and collective professional learning that results in continuous improvement and high performance. |
| **Related School Goal:** | All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning. |

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Began the year with grade level teams determining their agreements that clearly name what makes them thrive and shut down. Teachers consistently share student work and participate in consultancies and public learner spaces to help push the practice of one another. Teachers provide feedback after each PD that is used to determine the structure of PD. ILT members were able to unpack PLC data from teachers to determine leadership next steps.

**What evidence do you see that your practices are effective?**

Movement in many categories from Applying to Impacting on the PLC Team Learning Rubric. Teachers consistently identifying their instructional shifts in on the Think Alone/Think Together PLC reflection form.

**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.**

The changes made to this goal will be to increase the work to interrupt negative beliefs about students and increase our competency in dismantling racist practices in our instsruction and our school.

| 20-21 Conditions for English Language Learners Priority: | Increase Reclassification rates through consistent designated and integrated ELD instruction |
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| **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:** | English Learner students continuously develop their language, reaching English fluency in six years or less. |

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| **Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.** |
| Newcomer students were offered an additional 30 minutes of ELD with the Newcomer Teacher Leader. Due to distance learning, students were not able to receive appropriate instruction based on ELD levels from the ELPAC. Instead of using rotation models, teachers assigned Imagine Learning as asynchronous work for students. All teachers used district made Language Dives for Designated ELD lessons for ELLs. Many ELL students struggled with attending additional ELD sessions due to internet connections. |
| **What evidence do you see that your practices are effective?** |
| 12% of 4th graders and 26% of 5th graders scored at proficient on the unfamiliar word standard on the Standards Mastery assessment. ELLs are able to discuss phrases within a sentence from a grade level complex text and determine the meaning of the words. ELLs scoring at above grade level on RI increased from last year at 1% to 6% this year. |
| **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.** |
| Teachers will use Language Dives from the beginning of the school as Designated ELD as a teaching practice and identify the Content Language Objective of each lesson. |
| |
| **DEPARTURE FROM PLANNED 20-21 SPSA BUDGET** |
| **Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?** |
| Restorative Justice is funded within my budget this year so we will be able to start with RJ practices from the beginning of the year. Being part of the Early Literacy Site Block Grant will provide targeted instruction to improve outcomes for K-3 students. |

# 2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

| **School:** Horace Mann Elementary School | **School ID:** 136 |
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*District Strategy:* Building **CONDITIONS FOR STUDENT LEARNING**

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| **School Priority ("Big Rock"):** | Strengthen adult SEL competency and capacity to foster a culture of community and create a safe learning environment. |
| **School Theory of Change:** | If the Caring Schools Community curriculum in collaboration with RJ and Toolbox Tools are implemented with fidelity and teachers engage in ongoing professional development and  leaders provide coaching and feedback cycles then, teachers will build community and create an intellectually safe environment for students. As a result, students will feel connected to one another, their classroom and the school, which will foster a love for school and increase attendance and decrease bullying. |
| **Related Goal(s):** | All students build relationships to feel connected and engaged in learning. |
| **Students to be served by these actions:** | *All Students* |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|---|---|---|---|---|
| 1-1 | Teachers will use CSC curriculum with fidelity to implement morning meetings, incorporate Toolbox Tools, build relationships and create a sense of community among the students. | SEL Program manager will provide PD for teachers to develop their own SEL competencies so that they are best able to implement the SEL currciulm and support students to develop their competencies. SEL program manager and admin will conduct ongoing walkthroughs and provide feedback of morning circles for teachers. Admin will use the curriculum to guide the focus of morning meetings through schoolwide announcements each morning. | Class observations using the Evidence of Classroom Implementation matrix to provide feedback to teachers. Identify focal descriptors for teachers to shift their practice.<br><br>PD Agendas & notes - unpacking the SEL Competencies and reflecting on our own practice with students, families and each other.<br><br>URF data to assess fidelity of SEL Curriculum<br><br>School wide Climate Survey 2x per year | | Tier 1 |

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| 1-2 | Teachers will use restorative practices to resolve conflicts and mediate conversations between students.<br>Teachers will consistently model using the Toolbox tools that support resolving conflicts. | RJ Facilitator will support and reinforce best practices taught during PD. RJ Facitator will push into classrooms to montior RJ circles as well as pull students to conduct peer RJ circles.  Facilitator will report to Admin to monitor data of RJ circles and use information during COST meetings. | Notes from the observation tracker and data put into the RJ dashboard | | Tier 2 |
| 1-3 | Teachers will explicitly model and teach expected behaviors in each of the common areas. Review each area daily for the first month of school. Teachers will include pictures of expected behaviors to provide access for ELLs and newcomers.<br>Teachers will repeat expectation rotations after each long vacation. | PBIS team and admin will create a rotation schedule and provide teachers with example lesson plans for each common area.  Team will model and provide time for teachers to practice lessons and receive feedback during PD. | Sample lesson plans<br>Feedback forms | | Tier 1 |
| 1-4 | Teachers will monitor Tier 1 monthly attendance incentives through school wide attendance challenges.<br>Teachers will maintain monthly attendance calendars to monitor attendance. | Attendance Team will create monthly challenges in order to monitor Tier 1 attendance. Team will meet bi-monthly in order to identify at risk classrooms as well as specific students. | Monthly Calendars<br>Data analysis during COST meetings and Attendance Team Meetings | | Tier 1 |
| 1-5 | Teachers will build relationships with families by making phone calls home when students miss more than 2 days of school. | Attendance Team will identify students to monitor for their attendance.<br>Team will provide sample "script" for teachers to use to support families. | Call Logs<br>Daily attendance reports | | Tier 2 |

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| 1-6 | Teachers will create classroom routines and procedures that are clear, effective and culturally responsive in order to take action to interrupt racist outcomes and maximize instructional time. Teachers will use Toolbox Tools and positive narration to redirect students to reinforce routines by grounding them in their learning purpose. | PBIS specialist and Admin will conduct walkthroughs Culture & Equity Team will monitor Classroom Culture Plans and analyze the data of classroom referrals. Admin will provide PD for teachers to build a shared understanding to identify racist practices within classroom routines and procedures and interrupt them so that the cultural background of students are seen as strengths and assets. | PBIS Tier 1 assessment Observation Tracker Classroom Culture Plans | | Tier 1 |
| 1-7 | Teachers will complete information sheet on students in order to build relationships and learn more about students. Teachers will use first week of school to conduct virtual home visits to build relationships with families and learn more about students. | Leadership will provide minimum days to allow teachers time to conduct conferences.  Provide sample questions teachers can use to build relationships with families. Create sign up sheets for families to identify best times to schedule the conferences during registration. | Parent Conference/Virtual Home Visit Sign up Sheet Completed Classroom Profile | | Tier 1 |
| 1-8 | Teachers are taught and reinforce behavioral expectations while implementing the system of rewards and consequences. | Culture & Equity Team will provide PD to ensure that adults know how behvioral expectations translate to all parts of the school day. | Classroom behavior hierarchy | | Tier 1 |

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| *District Strategy:* Providing Equitable Access to **STANDARDS-BASED INSTRUCTION** | |
| School Priority ("Big Rock"): | Math- Unpacking Standards-Based Math Tasks |

| | 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 Goal(s): | All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. | | | |
| | Students to be served by these actions: | *All Students* | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 2-1 | Teachers 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 extensions and/or scaffolds to address the diverse academic and linguistic needs of all students with a particular focus on African American students and ELLs. | Admin will provide PD around instructional strategies including GLAD strategies that support student learning. Admin will engage teachers in coaching cycle to provide feedback and adjust instruction as needed. | Walkthroughs and coaching notes Feedback from PD | | Tier 1 |

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| 2-2 | 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. These strategies will help deepen the conceptual understanding of the math. | Admin will provide PD to model teaching math conceptually using 3 Reads Strategy, Number/Dot Talks and and using Problem Based Instruction as a base for Academic Discussion. Admin will create systems for peer observations with time for debrief. Conduct walkthrough of specific instructional strategies | Peer Observation Schedule Debrief notes Walkthrough feedback | | Tier 1 |

| 2-3 | Teachers will differentiate instruction by meeting with small groups using a blended learning rotation model in which some students work on ST math, some students work independently 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. | TSA and Tech lead will provide training on data analysis of ST Math, 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 | *62% of 3rd grade scored in Tier 3 on ELA Standards Mastery Assessment.<br>*84% of 4th grade scored @ Tier 3 on ELA Standards Mastery<br>*48% of 5th grade scored @ Tier 3 on ELA Standards Mastery<br>*64% of 3-5 scored at MYB on RI<br>* 1st grade decreased by 8% in phonics from fall to mid-year iReady Diagnostic<br>* Many of the 1st & 2nd grade students continue to score in the beginning range of lessons for SIPPS.<br>*Students are not progressing through SIPPS lessons and gaining automaticity with sight word recognition.<br>*Students continue to struggle with blending and sengmenting within SIPPS lessons.<br>*77% of 3rd grade students scored at beginning on Math Standards Mastery for the midyear assessment.<br>*61% of 3rd grade student sscored at beginning on Math Standards Mastery asssessment for the fall. | Tier 2 |

| # | | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
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| 2-4 | | 3rd - 5th grade teachers will backwards map Math Standards Mastery or IAB's to identify the concepts and standards to be taught. | Admin will provide time during PD/PLC at the beginning of each trimester to allow teachers to work collaboratively. | Lesson Plans that indicate focal standards and math concepts to be taught. | | | Tier 1 |

| District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum | |
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| **School Priority ("Big Rock"):** | Building reading comprehension through direction explicit instruction of Word Recognition and Language Comprehension |
| **School Theory of Change:** | If K-3 teachers consistently implement and progress monitor SIPPS instruction and K-5 teachers implement EL Education Modules with integrity, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to provide timely and specific feedback, then higher percentages of students will show significant gains in:<br>* decoding skills as evidenced by SIPPS Mastery Tests<br>*RI, iReady Diagnostic and Standards Mastery Tests and SBAC<br>* students will actively participate in standards based instruction<br>* students will engage with culturally responsive curriculum<br>* students will engage in productive struggle around complex text and take ownership of their education<br>* students will engage in academic discussions that deepen their understanding of complex text<br>* students will respond to complex text through writing grounded in citing evidence from the text<br>* students have opportunities to learn how language works and make meaning |
| **Related Goal(s):** | All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less. |
| **Students to be served by these actions:** | *All Students* |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
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| 3-1 | Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence. | *Admin and TSA will provide weekly professional development. *Admin and TSA will conduct weekly walkthroughs with a focus connected to the PD and provide feedback to teachers and look for implementation of feedback the following week. *Work with central office ELA Coordinator to assist with PD and walkthroughs | *Use of observation tracker to allow leadership to notate observations as well as feedback given to teachers and name shifts in instruction observed. * PD Feedback will help to identify the needs of teachers. *Teacher schedules that show times for Close/Shared Reading lessons 3 times per week. | | Tier 1 |
| 3-2 | Teachers will use PLC time to analyze student writing in order to determine the extent to which the objective of the lesson/unit was achieved. Teachers will describe next steps to build on student learning, address student misunderstandings, or enhance a teaching practice that was tried. | Principal and TSA will create cycles of inquiry for PLCs that allows teachers to consistently plan lessons, analyze student writing tasks, monitor and adjust instructional practices. Teachers will use Think Alone time to monitor student learning and name the instructional shifts needed to assist students in meeting objectives. | Principal and ITL will monitor and document meetings PLC agendas and notes stating next steps | | Tier 1 |
| 3-3 | PLCs will review standards together to analyze what students need to know to demonstrate mastery to each standard and what students would need to be able to do to demonstrate mastery of a standard. | Build the capacity of teacher teams to analyze and align standards, curricula, instructional strategies, and assessment tools. | | | |
| 3-4 | In PLCs, Teachers will backwards map from the performance task in EL Ed modules to identify opportunities for students to write in response to grade level complex text. In | Create space for teachers to unpack the modules utilizing subs by grade level. Leaders will provide unpacking documents. | Backwards Map Graphic Organizers by grade level. Calendar with indications of performance tasks and student completed work. | | |

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

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| 3-7 | Teachers will analyze grade level complex text from EL Ed Curriculum to identify challenging words and figurative language. 4th & 5th grade teachers will create lessons that focus on vocabulary acquisition and use. Teachers will use PLC time to analyze student work and determine next instructional steps.  Teachers will identify focal students to include subgroups of AA, ELLs, Foster Youth | TSA and Admin will create a cycle of inquiry around vocabulary acquisition and use and provide PD for teachers. They will provide time during PLC for teachers to plan lessons, engage in sharing best practices, analyze student work. | * Lesson plans<br>* PLC Agendas<br>*Pre/Post Cycle Goal data from teachers | | Tier 1 |

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| 3-8 | Teachers will analyze iReady instruction path for students to determine if lessons are appropriate for students or adjustments need to be made based on student data. | Prep teacher will provide 30 min of instruction for students using iReady instruction path. Admin/TSA will provide teachers with data reports to analyze and support with instructional decisions. | * Data reports | *62% of 3rd grade scored in Tier 3 on Standards Mastery Assessment. *84% of 4th grade scored @ Tier 3 on Standards Mastery *48% of 5th grade scored @ Tier 3 on Standards Mastery *64% of 3-5 scored at MYB on RI * 1st grade decreased by 8% in phonics from fall to mid-year iReady Diagnostic * Many of the 1st & 2nd grade students continue to score in the beginning range of lessons for SIPPS. *Students are not progressing through SIPPS lessons and gaining automaticity with sight word recognition. *Students continue to struggle with blending and sengmenting within SIPPS lessons. | Tier 1 |
| 3-9 | Teachers will use data conferences with Admin and TSA to analyze data, formulate targeted small group instruction and identify focal students. | Heros Coach will provide 30 minutes of PE for students to allow teachers time for coaching cycles. Admin and TSA will provide data form and ask probing questions in order to support instructional shifts. | * Data analysis form | | |

| 3-10 | Teachers will conduct quarterly parent workshops in order to support parents to read with their child at home. Workshops will include asking comprehension questions and writing about the text. | TSA and Admin will train teachers to work with parents and provide time for teachers to plan the workshops. | * Parent Sign in Sheets<br>* Parent Feedback Forms<br>* Growth in student reading | *Pacific Islander families report decline in positive responses on CHKS.<br>*Family Engagement is low in Parent Cafe | Tier 1 |

| District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING** |
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| School Priority ("Big Rock"): | Building Capacity for a Strong Professional Learning Community to promote an Anti-Racist Learning Culture |
|---|---|
| School Theory of Change: | If administration:<br>* sets expectations and conditions for what a collaborative culture of teaching and learning looks like,<br>* grounds the work in collaborative norms and informed by professional standards,<br>* builds the capacity of ILT to lead collaborative spaces focused on student and professional growth,<br>then:<br>* teachers will engage in individual and collective professional learning that results in continuous improvement and high performance. |
| Related Goal(s): | All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning. |
| Students to be served by these actions: | *All Students* |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|---|---|---|---|---|
| 4-1 | Teachers work collaboratively to build relational trust by articulating how individual contributions lead to the collective success of the school. Teacher teams set norms for their collaborative work. | Admin provide time and space during pre-service days to build community with staff. Use a range of communication and systems that allow teachers to participate as an individual, in partnerships, small group and whole group. | Welcoming rituals<br>CSC Faculty Questionairre<br>Community Building feedback | | Tier 1 |

| | | | | | |
|---|---|---|---|---|---|
| 4-2 | Teachers will regularly learn from one another in professional learning communities of practice by sharing student work, data and effective classroom practices, and engage in public learning protocols. | Admin and ILT will collectively assess and revise peer learning systems in order to ensure they support teachers to improve practice. Leadership will provide time for teachers to independently reflect on student outcomes, then have time to work with grade level partner(s). | Think Alone/Think Together document Pre-Post PLC self-assessment rubric | | Tier 1 |
| 4-3 | Teachers will regularly learn from one another in professional learning communities of practice by sharing student work, various forms of data and effective classroom practices. Teachers will focus on data points that are predictable by race and use an anti-racist lens to make adjustments to practices. | Use Heros PE time for teacher, admin and TSA to observe across grade levels. Teacher will debrief with Admin and TSA Provide feedback to observed teacher ILT will lead PLCs through protocols that use an anti-racist lens for analyzing data and supporting focal student groups | Feedback notes Debrief Notes Observation notes PLC Agendas and meeting notes ILT Agendas and meeting notes Focal student data | | Tier 1 |
| 4-4 | Teachers will consistently provide feedback at the end of professional development that indicates the information gained through PD, how information will be applied and ways PD can be structured to better meet their needs. | Admin/ITL will create google feedback form for every PD and use data to refine professional learning. | Feedback spreadsheet Professional development Arc | | Tier 1 |

| | | | | | |
|---|---|---|---|---|---|
| 4-5 | Teachers will share best practices and/or instructional strategies related to pause points (building accountability, allowing for formative thinking and checking for understanding) through professional development to whole group focused on ELA, Math, Science or SEL content. | Admin and TSA will work with ILT to plan and facilitate professional learning. Admin will provide ILT with feedback in order to improve facilitation skills and build capacity. Admin and TSA will build teacher knowledge around Pause Points through PD Create predictable structure for PLC that allows teachers to engage in cycles of inquiry | ILFA Planning Sheet Observation notes and feedback Increase in student participation/engagement Student work samples examined during PLC | | Tier 1 |
| 4-6 | Teachers will analyze data disaggregated by race; makes connections to systemic racism and begin to interrupt patterns of racism. | Admin/TSA will provide PD around analyzing data using subgroups. | Data Conference sheets used to analyze benchmark assessments. | | Tier 1 |
| 4-7 | Teachers will identify and interrupt Discourse 1 and support one another to shift conversations about students, families and colleagues to Discourse 2 | Admin and PBIS specialist will provide PD for teachers around interrupting WSC characteristics and Discourse 1 and 2. ILT will participate in Anti-racist collective to build knowledge and a shared understanding of leading anti-racist work | Staff Meeting notecatchers PPT slides for PD Articles for teachers to read about Discourse 1/2 | | Tier 1 |

| CONDITIONS FOR ENGLISH LANGUAGE LEARNERS | |
|---|---|
| School Priority ("Big Rock"): | Increase Reclassification rates through consistent designated and integrated ELD instruction |
| School Theory of Change: | If we provide daily integrated English Language Development focusing on increasing Academic Conversation across all curriculum throughout the day to all students in addition to 30 minutes designated ELD instruction for our English Language Learners and 60 minutes for Y1 and Y2 newcomers, then our ELLs will demonstrate growth as seen in our Reclassification Rates and ELPAC results. |
| Related Goal(s): | English Learner students continuously develop their language, reaching English fluency in six years or less. |

| Students to be served by these actions: | English Language Learners | | | | |
|---|---|---|---|---|---|
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 5-1 | All ELs will have access to at least 120 minutes weekly designated ELD instruction focused on explicitly teaching both langauge forms and vocabulary of English, via district-recommended Newcomer and other ELD curricula, EL Ed Language Dives, sentence patterning charts, sentence unpacking, or other designated ELD-appropriate instructional strategies. | Principal, TSA, and/or Intervention teacher will provide support in the form of scheduling and curriculum materials access. Provide  PD focusing on Designated ELD curricula and strategies. Provide feedback on designated ELD curriculum decisions through lesson plans and/or weekly learning walks using relevant portions of an ELD observation tool. | Quantitative evidence of schoolwide structures: Weekly implementation of ELD observable in special every-day-of-the-week diagnostic learnign walk. Qualitative evidence of growth in use of best practices in curriculum and strategy selection via review of lesson plans or learning walk notes. | | |
| 5-2 | Teachers will structure designated ELD so that students receive level-appropriate instruction based on ELD levels from the ELPAC or reliable classroom supplementary assessments. This should include creating groups such that level 3-4 ELs don't receive designated ELD instruction more appropriate for newcomers. See comment for note on structues for newcomers. | Principal, TSA, and/or ENTL will provide consultation in strategizing to establish classroom and across-classroom structures that best allow teachers to provide level-appropriate designated ELD. | Teachers able to articulate what type of designated ELD instruction each student receives. Also measurable by similar metrics as used in goals above. | | |

| | | | | | |
|---|---|---|---|---|---|
| 5-3 | Teachers, with support, will identify and implement appropriate tier 1 differentiated accomodations and/or tier 2 small-group interventions during ELA/D and Math for ELs who have IEPs or are foster youth or poor. | COST team members, TSA, and ENTL will support teachers in understanding holistic needs of all EL students. Principal will support RSP teacher in supporting ELL students with IEPs. | School leaders and teachers able to articulate which students are in need of accommodations and/or interventions as well as which are being provided. RSP IEP records include appropriate accommodations for students who are English Language Learners. | | |
| 5-4 | Teachers will differentiate instruction by meeting with small groups using a blended learning rotation model in which some students work on Imagine Learning, some students work independently and others work with the teacher in order to provide access for newcomers, ELLs, LTELs.  Ensure use of Imagine Learning (15 min) Data Protocol at staff meetings or PLCs on regular basis, to analyze students progress and plan next steps / differentiation. | TSA and Tech lead will provide training on data analysis of Imagine Learning, blended learning and working in groups. Monitor weekly use of Imagine Learning. | Weekly Clever report Provide feedback to teachers about use of Imagine Learning and student progress | | |
| 5-5 | Newcomer students grades K-3 will receive additional designated ELD and/or foundational literacy instruction for 120 minutes weekly, provided by intervention teacher, or classroom teacher | Principal, TSA, and Intervention Teacher will create schedules such that newcomers receive additional designated ELD without missing mathematics or classroom designated ELD instruction. | See metric for measuring evidence of newcomer academic growth above. | | |

| 5-6 | Teachers will provide explicit language instruction for ELLs and struggling readers using Language Dives. Lessons will be based on complex grade level text used in EL Ed curriculum. | Admin and ELLMA specialist will provide PD for teachers around language dives to highlight integration of ELA/ELD standards | Observation and feedback notes<br>Feedback from PD<br>Language Dive lesson plans | | |
| --- | --- | --- | --- | --- | --- |

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---|---|---|---|---|---|---|---|---|---|---|
| Classroom supplies to provide teachers with materials to support all student learning. | $11,200 | General Purpose Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | 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 extensions and/or scaffolds to address the diverse academic and linguistic needs of all students with a particular focus on African American students and ELLs. | 136-1 |
| Copier Maintenance | $1,500 | General Purpose Discretionary | 5610 | Equip Maintenance Agreemt | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | 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. These strategies will help deepen the conceptual understanding of the math. | 136-2 |
| Postage | $500 | General Purpose Discretionary | 5910 | Postage | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | School will use mail to deliver important notices to families when necessary. | 136-3 |
| K-12 Teacher | $76,169 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 2172 | Teacher, Structured English Immersion | 1.00 | Goal 1: All students graduate college, career, and community ready. | Teachers will use SIPPS Placement Test data to create Word Study small groups at the beginning of the year. Teachers, Intervention Teacher, Early Literacy Tutors and Girls Inc facilitators will create fluid groups in order to teach Word Study for students at their appropriate level. Teachers will monitor student progress through Mastery Tests and adjust groups as needed. | 136-4 |
| RJ Facilitator | $70,025 | LCFF Supplemental | 2205 | Classified Support Salaries | 7765 | Restorative Justice Facilitator | 0.60 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Teachers will use restorative practices to resolve conflicts and mediate conversations between students. Teachers will consistently model using the Toolbox tools that support resolving conflicts. | 136-5 |
| Teacher Extended Contracts | $15,000 | LCFF Supplemental | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | 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. PLCs review standards together to analyze what students need to know to demonstrate mastery to each standard and what students would need to be able to do to demonstrate mastery of a standard. | 136-6 |
| Classroom Supplies to support LCFF students | $4,707 | LCFF Supplemental | 4304 | Classroom Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | 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. These strategies will help deepen the conceptual understanding of the math. | 136-7 |
| Site Licenses | $13,000 | LCFF Supplemental | 5846 | Licensing Agreements | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers will differentiate instruction by meeting with small groups using a blended learning rotation model in which some students work on Imagine Learning, some students work independently and others work with the teacher in order to provide access for newcomers, ELLs, LTELs. Ensure use of Imagine Learning (15 min) Data Protocol at staff meetings or PLCs on regular basis, to analyze students progress and plan next steps / differentiation. | 136-8 |
| Heros Contract | $3,000 | LCFF Supplemental | 5825 | Consultants | tbd | Enter position number at left. | tbd | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Use Heros PE time for teacher, admin and TSA to observe across grade levels. Teacher will debrief with Admin and TSA Provide feedback to observed teacher ILT will lead PLCs through protocols that use an anti-racist lens for analyzing data and supporting focal student groups | 136-9 |
| Heros Contract | $32,100 | LCFF Concentration | 5825 | Consultants | tbd | Enter position number at left. | tbd | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Teachers will regularly learn from one another in professional learning communities of practice by sharing student work, data and effective classroom practices, and engage in public learning protocols. | 136-10 |
| Prep Teacher | $71,992 | Title I: Basic | 1105 | Certificated Teachers' Salaries | 0293 | Teacher Education Enhancement | 0.55 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Prep teacher will provide 30 min of instruction for students using iReady instruction path. Admin/TSA will provide teachers with data reports to analyze and support with instructional decisions. | 136-11 |

Site Number: 136    School: Horace Mann Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---|---|---|---|---|---|---|---|---|---|---|
| Instructional Coach | $146,945 | Early Literacy Support Block (ELSB) Grant | 1119 | Certificated Teachers on Special Assignment Salaries | 7375 | 11-Month Classroom TSA | 1.00 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | *Admin and TSA will provide weekly professional development. *Admin and TSA will conduct weekly walkthroughs with a focus connected to the PD and provide feedback to teachers and look for implementation of feedback the following week. *Work with central office ELA Coordinator to assist with PD and walkthroughs | 136-12 |
| To be allocated Fall 2021 | $1,100 | Title I: Basic | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | tbd | tbd | 136-13 |
| To be allocated Fall 2021 | $1,060 | Title I: Basic | 2425 | Clerical Salaries Overtime | n/a | n/a | n/a | tbd | tbd | 136-14 |
| To be allocated Fall 2021 | $2,398 | Title I: Basic | 5846 | Licensing Agreements | n/a | n/a | n/a | tbd | tbd | 136-15 |
| Site licenses | $3,700 | Title I: Basic | 5846 | Licensing Agreements | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | TSA and Tech lead will provide training on data analysis of ST Math, blended learning and working in groups. Monitor weekly use of ST Math. | 136-16 |
| Translation Support | $1,070 | Title I: Parent Participation | 5826 | External Work Order Services | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Teachers will build relationships with families by making phone calls home when students miss more than 2 days of school. | 136-17 |
| Parent Workshops | $1,070 | Title I: Parent Participation | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence. | 136-18 |
| Site licenses | $5,350 | Title IV: Student Support & Academic Enrichment | 5846 | Licensing Agreements | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers will analyze iReady instruction path for students to determine if lessons are appropriate for students or adjustments need to be made based on student data. | 136-19 |
| Library Tech | $32,657 | Measure G: Library | 2205 | Classified Support Salaries | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence. | 136-20 |
| To be allocated in Fall 2021. | $22,343 | Measure G: Library | 4399 | Unallocated | n/a | n/a | n/a | n/a | n/a | 136-21 |
| Girls Inc. | $111,945 | After School Education & Safety (ASES) | 5825 | Consultants | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | K-3 Teachers will use SIPPS Placement Test data to create Word Study small groups at the beginning of the year. Teachers, Intervention Teacher, Early Literacy Tutors and Girls Inc facilitators will create fluid groups in order to teach Word Study for students at their appropriate level. Teachers will monitor student progress through Mastery Tests and adjust groups as needed. | 136-22 |
| Professional Development for teachers | $19,394 | Early Literacy Support Block (ELSB) Grant | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | *Admin and TSA will provide weekly professional development. *Admin and TSA will conduct weekly walkthroughs with a focus connected to the PD and provide feedback to teachers and look for implementation of feedback the following week. *Work with central office ELA Coordinator to assist with PD and walkthroughs | 136-23 |
| Extended Contracts for teachers additional collaboration and PLC | $13,394 | Early Literacy Support Block (ELSB) Grant | 1120 | Certificated Teachers' Salaries: Stipends | n/a | Enter position number at left. | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | 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. | 136-24 |
| Instructional Supplies | $7,980 | Early Literacy Support Block (ELSB) Grant | 4410 | Equipment < $5,000 | n/a | Enter position number at left. | n/a | Goal 1: All students graduate college, career, and community ready. | Teachers will analyze curriculum formative assessments and Standards Mastery or IAB data during end of trimester data conferences with the principal and TSA. We will monitor progress, reflect on best practices, adjust instruction to support, ELLs, newcomers, struggling and GATE students accordingly. Teachers will determine the best format for intervention: whole group, small group or individual conferring. | 136-25 |
| Certificated Teachers' Salaries | $79,933 | Comprehensive Support & Improvement (CSI) Grant | 1105 | Certificated Teachers' Salaries | tbd | Enter position number at left. | tbd | Goal 1: All students graduate college, career, and community ready. | Teachers will create classroom routines and procedures that are clear, effective and culturally responsive in order to take action to interrupt racist outcomes and maximize instructional time. Teachers will use Toolbox Tools and positive narration to redirect students to reinforce routines by grounding them in their learning purpose. | 136-26 |

# OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

## School-Parent Compact
### Horace Mann Elementary School
## 2020-21

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

This School-Parent Compact is in effect for the 2019-20 school year.

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

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
- *Students will have access to grade level complex text through standards aligned curriculum.*
- *Students will use FOSS science curriculum which is aligned to the Next Generation Science Standards.*
- *Students will produce writing pieces are aligned to the three text types of narrative, informational and opinion.*
2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
- *Teachers will conduct virtual family home visits with each student at the beginning of the year.*
- *Report card conferences will be held in November and March.*
3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- *Provide parents with Standards aligned report cards.*
- *During Parent Conferences, review assessments and provide resources and strategies to use at home with students.*
4) **Provide parents reasonable access to staff.**
- *Teachers will use Talking Points text messaging app that allows two way communication between parents and teachers in their home language.*

- *Teachers will also hold virtual office hours for parents*
5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

  - *For in person instruction, parents are encouraged to register as volunteers through the Oakland Ed Fund in an on-going basis.*
  - *Upon signing into the office, all parents are able to visit classrooms.*
  - *For distance learning, parents are encouraged to sit with their child during instruction and class morning meetings.*
6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

  - *For in person instruction, parents are invited to monthly Parent Cafe's where they can receive training on ways to do math and read with their child.*
  - *Parents are invited to attend Family Literacy, Math and Science night where they receive strategies to assist their child at home.*
  - *During distance learning, Parent Cafe's will be held twice per month.*
  - *Distribution days will take place during the period we are distance learning to provide families with materials, curriculum, and technology to support student learning at home.*
7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

  - *Teachers receive professional development from our Behavior Health Department and Seneca partners to identify ways to leverage parents as partners.*
  - *During distance learning, teachers will conduct virtual family home visits to build relationships with families.*
8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
  - *All school staff and parents have access to engage in two-way communication through the messaging app "Talking Points". All text messages are sent to parents in their home language.*
  - *During distance learning, parents can also receive messages through their child's Google Classroom or SeeSaw Classroom accounts.*

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

## Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Provide an appropriate space for students to engage in school work during distance learning or for homework when in school resumes.
- Participate in school activities such as Back to School Night, School Site Council, or other events.
- Ensure that my child attends all virtual class sessions in a timely manner and notify my child's teacher if he/she is sick.
- Attend all parent-teacher conferences.
- Make sure my child gets adequate sleep and is awake, dressed appropriately and ready for virtual or in person class.

## Student Responsibilities

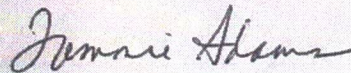I agree to carry out the following responsibilities to the best of my ability:

- Wake up, get dressed and be prepared for school
- Complete all assignments that are given through Google Classroom, SeeSaw or packets.
- Follow the Horace Mann Way of being safe, responsible and respectful in all learning spaces including virtually.
- Use devices appropriately and safely and use features of the virtual space, such as the chat and icons respectfully and responsibly.
- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Horace Mann Community on August 19, 2020 and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 15, 2020.

**Signature of Principal:** Tammie Adams Tammie Adams

Tammie Adams

DocuSigned by:

Tammie Adams

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**Date:** August 19, 2020

**Strategic Resource Planning (SRP)**

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

# Horace Mann Elementary School

## School Site Council Membership Roster

## 2020-2021

## SSC - Officers

| | |
|---|---|
| Chairperson: | Dale Turner |
| Vice Chairperson: | Anielka Martinez |
| Secretary: | Emily Walsh |

## SSC - Members

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/ Community Member |
|---|---|---|---|---|
| Tammie Adams | X | | | |
| Sandra Andrade (continuing member) | | | X | |
| Emily Walsh (continuing member) | | X | | |
| Dale Turner (continuing member) | | X | | |
| Chansell Evans-Green (continuing member) | | X | | |
| Regina Bellow (continuing member) | | | | X |
| Vonetta Mitchell (continuing member) | | | | X |
| Anielka Martinez (new member) | | | | X |
| William Melgar (new member) | | | | X |
| Malak Alsabahi (continuing member) | | | | X |
| | | | | |
| | | | | |

| | |
|---|---|
| **SSC Meeting Schedule:** (Day/Month/Time) | Third Thursday of every month via Zoom @ 4:15 - 5:15pm |

**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members
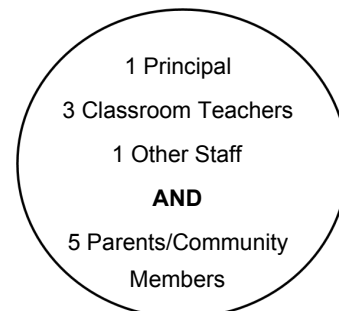
OAKLAND UNIFIED
SCHOOL DISTRICT
*Community Schools, Thriving Students*

# Title I, Part A School Parent and Family Engagement Policy

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

## Horace Mann Elementary School

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

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

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:
- Providing monthly Parent Workshops
- During distance learning, Parent Cafe's will be held twice per month

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:
- Family Literacy, Math and Science Nights
- School Site Council
- Develop and Review School Site Plan
- Parent Teacher Conferences
- Teacher Virtual Home Visits

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

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Soliciting parent input during the meeting
- Discussing use of Title 1 funds during SSC meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:
- Monthly Parent Workshops
- Report Card Conferences in November and March
- Back to School Night
- Virtual Home Visits

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:
- Monthly Parent Newsletters
- Messaging App: Talking Points and/or Class Dojo

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

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

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

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:
- Conducting monthly Parent Cafe's (twice per month during distance learning)
- During distance learning, parents are invited to sit in with virtual class meetings
- School Site Council

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

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:
- Providing professional development for teachers through our Seneca Partners as well as our Behavioral Health Department
- The use of our Caring Schools Community Social Emotional curriculum

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

- Bi-Monthly Parent Workshops
- School Site Council Meetings
- Title 1 Annual Meeting
- Trimester Data Dives

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

- Conducting School Site Council meetings monthly
- Annual Title 1 Meeting

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Conducting Family Literacy Night, Family Science Night, Family Math Night with translation available

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

- Conducting family surveys
- Collecting input during parent workshops as well as SSC/Title 1 meetings

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

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

- Conducting Parent Workshops through Girls Inc and Seneca
- Seeking parents to begin a PTA

### Adoption
This policy was adopted by the Horace Mann Elementary School on August 19, 2020 and will be in effect for the period of August 12, 2020 through May 28, 2020.

**The school will distribute this policy to all parents on or before September 15, 2020.**

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

**Date: August 19, 2020**

**Signature of Principal**

DocuSigned by:

*Tammie Adams*
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