

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent

September 28, 2016

File ID Number: 16-1243  
Introduction Date: 10-13-16  
Enactment Number: 16-1622  
Enactment Date: 10-13-16  
By:

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Horace Mann Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Horace Mann Elementary School.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## 2016-2017 Single Plan for Student Achievement (SPSA)

**School:** Horace Mann Elementary School  
**CDS Code:** 1612596001929  
**Principal:** Patricia Sheehan  
**Date of this revision:** 9/1/2016

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

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

**Contact:** Patricia Sheehan                      **Position:** Principal  
**Address:** 5222 Ygnacio Avenue                      **Telephone:** 510-879-1360  
Oakland, CA 94601                                      patricia.sheehan@ousd.org

*The District Governing Board approved this revision of the SPSA on: 9/28/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Antwan Wilson, Superintendent**

**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

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

- Title I Schoolwide Program  Local Control Funding Formula (LCFF) Base Grant
- Title I Targeted Assistance Program  LCFF Supplemental Grant  21st Century
- After School Education & Safety Program (ASES)  LCFF Concentration Grant

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on: 8/31/2016

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

- Fliers in students' home languages  Announcement at a public meeting  Other (Notices, Media Announcements, etc.)

**Signatures:**

Patricia Sheehan  
Print name of School Principal

Edith de J. Torres  
Signature

8/31/16  
Date

Monica Thomas  
Print name of SSC Chairperson

Monica Thomas  
Signature

9/9/16  
Date

Marcus Sivi  
Print name of Network Superintendent

Marcus Sivi  
Signature

8/7/16  
Date

Marcus Sivi, Officer, Office of Accountability Partners



**2016-2017 Final Budget**

**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant		
... General Purpose Discretionary #0000	\$73,675.00	TBD
Local Control Funding Formula Supplemental Grant		
... LCFF Supplemental #0002	\$238,643.86	TBD
Local Control Funding Formula Concentration Grant		
... LCFF Concentration #0003	\$23,058.50	TBD
After School Education and Safety Program (FTE Only)		
... ASES #6010	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$432,256.53</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program		
... Title I Resource #3010	\$85,696.43	TBD
Title I, Part A: Parent Engagement Activities		
... Title I Resource #3010	\$2,196.74	TBD
21st Century Community Learning Centers (FTE only)		
... Title IV Resource #4124	\$0.00	TBD
<b>TOTAL:</b>	<b>\$87,893.17</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

We are a neighborhood TK-5 elementary school in East Oakland, a few blocks south of Fremont High and the Melrose Library. Our 17 classroom teachers and support staff strive daily to provide over 400 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. We are focusing our attention on Literacy. Using a Balanced Literacy approach, in a Blended Learning environment, with extended day support from an academic literacy-based after school program, parental involvement, and our PBIS Team, we developed a 5 year plan so that every Horace Mann student reads at or above grade level by the end of 5th Grade - ready to succeed in middle school and on to highschool, college and career.

### School Mission and Vision

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

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	Balanced Literacy - All students will increase reading levels according to their initial assessments and relative goals as measured by the F&P growth chart and SRI scores (3rd -5th grade.)
<b>Major Improvement Priority #2:</b>	Math - Teaching practice will focus on providing daily opportunities for students to engage in complex problem solving using academic discussion, as well as built-in small group instruction.
<b>Major Improvement Priority #3:</b>	PBIS - All members of the Horace Mann community have a common understanding of school wide rules and procedures. Adults explicitly teach and reinforce expected student behaviors for all students, as we revamp our multi-tiered systems of support (MTSS) in response to Seneca Survey

**MAJOR IMPROVEMENT PRIORITY #1:**

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

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #1**

Student Performance Strengths	Student Performance Challenges
Increased performance school wide on the Fountas and Pinnel reading assessment from 31% at or above grade level at the beginning of the year to 42% at or above grade level at midyear. school wide)	School wide 63% of students scored multiple years below on the midyear Scholastic Reading Inventory.
Decreased by 15% the number of students reading below grade level on the Fountas and Pinnel reading assessment from 58% below at the beginning of the year to 43% below at midyear.	56% of English Learners scored below on the mid-year F&P assessment
Increased performance school wide on the Scholastic Reading Inventory from 9% at the beginning of the year to 17% at or above grade level at midyear.	62% of our differentiated F&P goals (1st--5th) represent 1.5 and 2 years growth for students reading 1 year below and multiple years below

**ROOT CAUSE ANALYSIS for Priority #1**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

We reviewed the following data: SPF, Extended Site Visit from Region 3, our weekly walkthroughs, our own assessment data, and observations and feedback. One trend we noticed is we met growth targets, but the targets themselves were not rigorous enough. Another pattern is that our ELLS are behind. Teacher are delivering lessons that match their objectives but the objectives do not necessarily match grade level standards. Finally, Reading Workshop is in place, students know their reading level, they read at their reading level, but they are not independently applying the teaching point.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

We had to train 8 teachers new to Bal Lit - 6 of whom were new to teaching. Because this was half our staff, we chose to unpack the structures, procedures, and implementation of Readers Workshop and the daily lesson objective, and meeting criteria, rather than unpack the standards. Therefore we had limited PD in unpacking CCSS and backwards planning thereof.

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	SRI proficiency: Improve percent proficient/advanced	SRI	All Students	17%	20%	33%	3. Students are reading at or above grade level.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	F&P proficiency: Improve percent proficient/advanced	F&P	All Students	48%	50%	55%	3: Students are reading at or above grade level.
Academic	F&P Growth: Percentage meeting personal reading goals	F&P	All Students	NA	80%	85%	3: Students are reading at or above grade level.
Academic	Early Literacy Skills Proficiency: Improve percent proficient/advanced.	STAR	All Students	NA	NA	NA	3: Students are reading at or above grade level.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Implement a full balanced literacy approach to English Language Arts instruction that includes: read aloud, shared reading, reading workshop, shared writing, and writing workshop. We will continue to set personal reading goals for all students, per an updated F&P Growth Chart - and focus on Conferring and Guided Reading Groups as our primary improvement strategies, so that every teacher confers with every student every week during Independent Reading time to set, monitor and systematically revise students' personal reading improvement goals. Implementation of these strategies are systematically supported with Professionals' personal development, PLCs, minimum days and release time for additional teacher planning and data analysis time, peer observations, and a developing Blended Learning Approach. These strategies are reflected in and compatible with our Multi Tiered Intervention Program and our new Literacy-Focused After School Program, Girls Inc.

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices
Teachers will set goals for students using F and P growth chart and use ongoing formative assessments to see how students are progressing towards goals, including site words, informal running records, phonemic awareness and conferring notes to set and reset their skill/guided reading groups.	Principal/TSA will attend Grade Level Academic Achievement Conferences (GLAACs) and Data Analysis days to ensure that the GLAAC reflects both quantitative data, skills that need to be taught and strategies for teaching them	Full Day subs per benchmark period to complete qualitative data analysis of running records for individual students, identify class trends, group students and complete grade level academic accountability conferences.



<p>Teachers will attend Grade Level Data Analysis and Synthesis meetings with the principal and TSAs, to monitor progress relating to goals, reflect on best practices and adjust accordingly.</p>	<p>The Instructional Leadership Team (ILT) will meet monthly as well as at the end of a professional development cycle in order to plan the next six-week cycle.</p>	<p>Instructional Leadership Team (ILT) will meet monthly as well as at the end of a professional development cycle in order to plan the next six-week cycle.</p>
<p>Teachers will study and unpack CCSS and shifts across the grade levels in PD to strengthen objectives and teaching practices, which will be addressed during PLC. Teachers will strengthen lesson planning in PLCs by studying CCSS in PD so they can align their common lesson plan objectives and assure student lessons meet criteria.</p>	<p>Principal/TSAs will do weekly walk-throughs and invite teachers to join - to assess progress towards goals and collect data to inform professional learning and share with staff for reflection and revision as needed.</p>	<p>Professional development (PD) will be chunked into six week cycles that are aligned to our assessment calendar with minimum days at the end of each cycle for scoring and analyzing benchmark data, as well as minimum days during the 1st 2-weeks of school to complete all assessments.</p>
<p>Teachers will implement all components of balanced literacy including: read aloud, shared reading, reading workshop, shared writing, writing workshop and word study. All components will be visible in a posted daily and live agenda.</p>	<p>Principal and TSAs will provide results based professional development that is aligned to the Teacher Growth and Development Standards and Common Core Standards, in 6 week cycles. Cycles will include: Balanced Literacy practices and using technology to support Blended Learning, guided reading with the goal of teachers meeting at least once a day with a group of students, and training in deepening content knowledge and understanding of the Common Core Standards (CCSS).</p>	<p>Professional development will focus on the same goals for 6 weeks in order to sustain changes in practice as evidenced by observed indicators of success that are outlined during PD and "looked for" during weekly walk-throughs. Professional development cycles will include an early cycle on unpacking standards and backwards planning, and a cycle that addresses "Guided Reading Practices" and using "Guided Reading" materials, with a nod to frontloading for ELLS, and vocabulary strategies.</p>
<p>Teachers will continue to develop daily Conferencing practice - as most effective measure to help students meet their F &amp; P goals, and begin to introduce Guided Reading as a must do - for the same purpose.</p>	<p>Principal and TSAs will train TK/K teachers in Foundations and all teachers in SIPPS during a differentiated or additional PD offered within the first weeks of school.</p>	<p>Continue personalized learning across curriculum using technology - Imagine Learning, AR, Newsela, to meet the needs of newcomers, ELLs, at risk and GATE students.</p>
<p>Teachers will practice Guided Reading, by grouping students based on results of conferring and assessments, so that teacher will work with one Guided Reading Group daily, and confer with 4-5 individual students during daily Independent Reading Time</p>	<p>TSAs will support 5-6 teachers a week with classroom coaching/support during reader's workshop and support those teams during PD and PLC</p>	<p>Continue weekly grade level PLC planning sessions calendaring teaching points, CCSS, and ELL Frontloading with support from coach, TSA, principal while EEIP and support staff provides coverage.</p>
<p>Teachers will provide differentiation in the classroom for newcomers and struggling students using a Blended Learning rotational model with Imagine Learning, Reading A to Z, Accelerated Reader, Newsela and other programs - by setting goals, monitoring progress and following through with next steps.</p>	<p>Principal and TSAs will support new teachers learn and adapt to our Readers and Writers workshop models, PLC planning time, and using Words Their Way and Blended Learning systems using extended contracts.</p>	<p>Funds for extended contracts for teachers to plan with, teach and observe each other, to attend additional PD, for committee groups including, operational andl "Tech Lead" team to improve blended learning program</p>

<p>Intervention Teacher and support staff will work with struggling students in grades 3-5, in small groups, use guided reading and LLI to target specific skills, and continually assess (including site words, informal running records) and adjust groups based on those assessments.</p>	<p>Provide teachers opportunity to plan together together in weekly PLCs to better prepare lessons for differentiation, ELL, newcomers, Gate, w support of a curriculum coach</p>	<p>RTI includes TSAs working with with small groups of ELLs, Newcomers, low performing students, and overseeing Academic Mentors/, ASP tutors, STIP subs, and volunteers to due the same - push in and pull out - with LLI, Rime Magic, and Guided Reading. ( 2 ASP tutors funded by grant, Academic Mentor funded by donation.)</p>
<p>Intervention teacher will work with struggling K-2nd grade students, in small groups, using Foundational Skills materials Words Their Way, and Guided Reading to target specific skills, and continually assess (including letter identification and sounds, site words, informal running records) and adjust plan and groups based on those assessments.</p>	<p>TSA/Principal will meet on a weekly basis to progress monitor and identify PD needs and individual support</p>	<p>TSAs and Stip subs will be available to cover teachers for Teacher Growth and Development observations as well as pre- and post conferences.</p>
<p>Intervention teacher (TSA) will support lowest performing students and ELLs using Words Their Way and Guided Reading to target specific skills and continually assess and adapt groups accordingly.</p>		<p>Continue to maintain copy machine maintenance, and general supplies to make copies of books online from Reading A-Z (RAZ), copy online Lucy Calkins materials support materials and purchase academic supplies such as folders and post its and teching supplies.</p>
<p>Teachers will use chromebooks at PD and PLCs to correspond with TSA and Principal, to do daily attendance, planning, and maintaining student data records</p>		<p>With Girls Inc. our after school provider, we plan to focus on literacy needs for struggling students, with 1 hour additional literacy practice, using the Balance Literacy Approach. Girls Inc. tutors will be trained to use Balanced Literacy curriculum and paid to work additional hours during the day. Hold 2 Family Reading Nights in Fall and Spring associated with Girls Inc.</p>
<p>Teachers will share data and reading goals,with the ASP program tutors for shared students to work in tandem towards the reading level goals</p>		<p>Funds will be set aside for classroom supplies and learning materials as needed.</p>
<p>Teachers will identify reading levels and share progress reports ongoing with students and parents to keep everyone informed of the their childs progress or lack thereof. Teachers will complete progress monitoring chart every six weeks.</p>		
<p>Teachers will post a public display - either in the classroom or the hallway bulletin - where students and families can monitor their childs F and P progress - at any time - without comparing students to each other.</p>		



Academic Domain	SBAC Proficiency: Improve percent scoring proficient/advanced	All Students	14.6%	17%	20%	2: Students are proficient in state academic standards.	Related LCAP Goal
<b>Goal Area</b>	<b>Related Sub-Goals (optional)</b>	<b>Related Indicator</b>	<b>Focal Student Group</b>	<b>2014-2015 EOY Baseline</b>	<b>2015-2016 EOY Target</b>	<b>2016-2017 EOY Target</b>	
Academic	Math Cumulative End of Unit Proficiency: Improve percent scoring proficient/advanced	All Students	39%	50%	55%	2: Students are proficient in state academic standards.	

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

*PLCs will follow an instructional planning cycle that starts with unpacking the mathematics content, identifying key standards and how students will demonstrate mastery of those standards to inform their teaching. Teaching practice will focus on raising the level of rigor to build in-depth conceptual knowledge by providing students with opportunities to engage in complex problem solving and academic discussion, as well built-in small group instruction. These strategies will be supported by PLCs, additional planning time, peer observations, and our Blended Learning Approach as detailed in teaching practices.*

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People / Teams / Time / Resources</i>
Use math performance task and Cumulative End of Units to assess students conceptual math understanding and mathematical practice standards.	Principal/TSA will attend GLAACs and Data Analysis and Synthesis days to ensure that the GLAAC reflects both quantitative data, skills that need to be taught and strategies for teaching them	Half day subs will be provided for data analysis at each benchmark that will include qualitative and quantitative data analysis
Use common core guide to backwards plan from the tasks and standards to identify key concepts in a unit and plan lessons around those concepts.	TSA and Principal will split and/or rotate PLCs to facilitate, support and hold teachers accountable for following the PLC cycle.	PLC will be chunked into the instructional planning cycle (unpacking content-Standards and assessments, unit planning, planning individual lessons, analyzing formative assessments), so that weekly meeting will have intentional goals and action steps.
Teach math conceptually--Use tasks that are open ended and require complex problem solving and allow multiple entries to raise rigor and increase academic discussion.	Math TL will work with TSA and principal after-school or during release time to plan PD in addition to monthly ILT meeting	Provide coverage (EEIP, coach and STIPs) so at least 2 grade levels can pilot weekly Math PLCs for weekly planning of Math Lessons during first hour of school 8-9 am and offer compensation for other grade levels should they meet before or after school.

Use group roles and discussion builders to increase academic discussion and support students in becoming the "heavy lifters" in class discussion	Principal/TSA/math lead will do monthly walk-throughs to assess progress towards goals and collect data	Continue association with Blended Learning Cohort to support personalized learning across curriculum using technology (ST Math, and Kahn Academy) to meet the needs of GATE students, and other sub groups.
Teachers will differentiate instruction by meeting with small groups using a blended learning rotation model in which some students work on Kahn Academy/ST math and others work with the teacher.	Principal/ TSA and Tech prep to provide training on ST Math for new teachers to promote differentiation, Blended Learning and working in groups.	Maintain Chromebook to student ratio: (1 to 2) and mini ipad to K/Tk ratio (1 to 3) enough earbuds, headphones, headphone-mics for all students, headphones and roving cart system for school wide daily Blended Learning across curriculum - with Khan Academy and STMath for math.
Teachers will plan lessons in Math PLCs before or after school starts.		Provide compensation for teachers interested in running after school math academies using standards, Khan Academy, or ST Math
		Hold a Family Math Night where teachers introduce families to all the online opportunities to hone math skills.

**MAJOR IMPROVEMENT PRIORITY #3: PBIS - All members of the Horace Mann community have a common understanding of school wide rules and procedures. Adults explicitly teach and reinforce expected student behaviors for all students, as we revamp our multi-tiered systems of support (MTSS) in response to Seneca Survey**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #3</b>	
Student Performance Strengths	Student Performance Challenges
78% of students school wide articulate school wide rules during the PBIS team observations at midyear.	55% of classes displayed the expected hallway behavior during the midyear PBIS team observations.
78% of students school wide articulate the Hallway rules during the PBIS team observations at midyear.	School Performace Framework indicates 20% of students are chronically absent.
73% of students agree/strongly agree with the statements regarding positive climate at the school on the California Healthy Kids Survey.	Weekly school report card indicates 223 incomplete Universal Referral Forms.

**ROOT CAUSE ANALYSIS for Priority #3**

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Students know the objective but are not applying it. Teachers are sending Universal Referral Forms for classroom managed behaviors, and the administration is enabling the practice. We successfully retaught HALL objectives but staff and students cannot identify behavior in other PBIS matrix areas. Attempts to reduce chronic absence rate are ineffective as are contracts made with families of the chronically absent.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**  
 We lack a shared schoolwide understanding of the discrepancy between "classroom" and "office "managed behaviors. We did not give enough time and attention to the Tier 2 and 3 aspects of the PBIS plan. Inconsistencies, behavioral data, and waning enthusiasm lead us to revisit the matrix behavioral expectations and implementation of our "Tier 1 consequence ladder" rather than clarify the MTSS.

<b>STUDENT PERFORMANCE GOAL(S) for Priority #3</b>							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	CHKS survey-Improve the percent of students who agree/strongly agree with the statements regarding positive climate at the school.	Culture/ Climate: Student	All Students	72%	75%	80%	5: Students are engaged in school everyday.
<b>Goal Area</b>	<b>Related Sub-Goals (optional)</b>	<b>Related Indicator</b>	<b>Focal Student Group</b>	<b>2014-2015 EOY Baseline</b>	<b>2015-2016 EOY Target</b>	<b>2016-2017 EOY Target</b>	<b>Related LCAP Goal</b>
Climate & Culture	At least 80% of students can articulate expected behaviors in all targeted zones.	Culture/ Climate: Student	All Students	NA	80%	85%	5: Students are engaged in school everyday.
Climate & Culture	In our 6 focus zones, 80% of our students will display the target behavior(s) of how to be safe, respectful, and responsible from the PBIS matrix.	Culture/ Climate: Student	All Students	NA	80%	85%	5: Students are engaged in school everyday.
Climate & Culture	At least 80% of "classes of students" will complete the "Jaguar 100 Chart" at least once monthly.	Culture/ Climate: Student	All Students	NA	80%	85%	5: Students are engaged in school everyday.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3**  
*All members of the Horace Mann community - in partnership with Seneca - will have a common understanding of school wide rules and procedures, and the MTSS as it relates to our students. All adults, including the ASP staff, will explicitly teach and reinforce expected student behaviors for all students and not just their own.*

<b>KEY PRACTICES FOR PRIORITY #3</b>	
Teaching Practices	Leadership Practices
	Organizational Practices <i>People / Teams / Time / Resources</i>

<p>100% staff participation. All teachers, support staff and the after-school program will know and enforce the rules in the PBIS matrix, use positively stated language to tell students what is expected instead of what is not expected, hold all students responsible for behaviors in all areas of school and reward positive behavior using jaguar cards, regardless of whether that student is in that teacher's class</p>	<p>PBIS will meet monthly to plan, discuss, and assess PBIS implementation by working with district support personnel to complete the quarterly teacher implementation checklist and create an action plan for next steps.</p>	<p>Seneca Team will meet with PBIS team, community liason, and attendance social worker to review data from the extense 2015/16 stakeholder' survey exploring the strengths and challenges of our social and emotional support system with the goal of establishing a more effective MTSS at Horace Mann - from COST to child and establish a system for supporting homeless and foster students in particular.</p>
<p>Teachers will explicitly teach and model expected behaviors in each of the matrix domains for at least the first month of school (i.e. 5 minutes before you go to lunch/recess, review what it means to be safe, responsible, respectful in hallway and cafeteria)</p>	<p>PBIS team members will set up and run stations at the beginning of the year for all of the matrix domains in order to explicitly teach rules and procedures to all members of the Horace Mann Community and model for teachers how to explicitly teach expected behaviors. PBIS team members will be readily available for teachers to ask questions, especially during the beginning months of implementation. PBIS team members will also be available to model, in their own or other's classrooms, teaching expected behaviors for teachers who need more support.</p>	<p>PBIS team will plan a professional development day in August to train staff on PBIS implementation, and throughout the year, every other faculty meeting, PBIS team will administer survey asking teachers how implementation is going and what we can do to help</p>
<p>Teachers will consistently incentivize positive behaviors with jaguar cards and class rewards</p>	<p>PBIS team will attend district-wide trainings and bring information back to Horace Mann site</p>	<p>Materials for sucessful PBIS implementation will be provided to the school and classrooms including: a sufficient amount of jaguar cards (at least 200 per teacher to start) for each teacher, poster-size school wide rules and matrices in each classroom and for hallways/caferia/all matrix domains, and 100s charts in classrooms to track progress and one in office to track school-wide progres.</p>
<p>Teachers will consistently and correctly fill out URFs when sending students to the office</p>	<p>PBIS team will plan assemblies each trimester to celebrate schoolwide accomplishments in PBIS</p>	<p>Provide incentives for teachers to give as many cards as possible (for legitimate reasons) by rewarding teacher whose name appears most frequently on the winning Class 100's Chart. Also incentivize teachers to give out jaguar cards to students in other classes by collecting cards given for a raffle.</p>

<p>Teachers will work with Attendance Clerk and Principal to target 3 students per class to improve their attendance - initially based on last years data - and adjusted accordingly throughout the year, as needed. Strategies to improve and maintain individual attendance will be discussed at August Buy Back Day and students' progress will be monitored and best practices shared at monthly Faculty Meeting. In addition, Support Staff will each target one or two students to monitor and improve attendance.</p>	<p>Principal and Personnel Committe will search for and hire a bilingual Community Liason to reach out to the community to improve attendance, increase parent participation, reach out to community partners, form committees, and increase family activities and opportunities at site.</p>	<p>Case Manager, Attendance Clerk, Community Liason and principal will meet weekly as Attendance Team to target chronic attendance</p>
	<p>Principal and K Team will organize an orientation for Kinderparents the week before school starts.</p>	<p>Attendance Social Worker and Community Liason will organize monthly assemblies promoting improved attendance and hand out recognition awards purchased by parents</p>
	<p>Principal PBIS Team will create a matrix for adult expectations too, including Student Attendance responsibilities, teacher absence protocol, assessment due dates and data, Yard Duty responsibilities, Dismissal responsibilities and agreed behaviors, classroom phone protocol, PLC protocol, PD protocol, Arrival and Dismissal expectations.</p>	<p>An operational team will be elected and meet monthly, or as needed to act on district mandates such as the Safety Plan, Personnel Committee, and staff and community concerns not addressed in PBIS, SSC, or ILT. To run by the Community Liason and Principal and a TSA.</p>
		<p>The Community Liason will reach out to and support parent participation in monthly PBIS and SSC meetings and organize attendance celebrations</p>
		<p>The Community Liason, the EEIP teacher and the STIP subs will work with a TSA to organize and assign bulletin boards to staff members, and help prepare them to showcase student work.</p>
		<p>Provide postage for sending home recognition awards for positive behavior, and to parents for improving student's attendance.</p>
		<p>Increase psychologist hours by 1 day to support struggling and high risk students.</p>
		<p>Extend Hero's contract providing structured play at recess and before school to include a daily enrichment hour-long alternative ASP from 2:45 to 4pm daily.</p>



Continue to fund clerical team with benefits to work extra hours during registration process and report card conferences, Reading Nights, and TK/K orientations to support families and students		
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Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Contract with Girls Inc., our ASP partners	With Girls Inc. our after school provider, we plan to focus on literacy needs for struggling students, with 1 hour additional literacy practice, using the Balance Literacy Approach. Girls Inc. tutors will be trained to use Balanced Literacy curriculum and paid to work additional hours during the day. Hold 2 Family Reading Nights in Fall and Spring associated with Girls Inc.	A1.6: After School Programs	5825	n/a	n/a	n/a	136-1	136
\$10,675.00	General Purpose Discretionary	General Supplies	Continue to maintain copy machine maintenance, and general supplies to make copies of books online from Reading A-Z (RAZ), copy online Lucy Calkins material support materials and purchase academic supplies such as folders and post its and teaching supplies.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	136-2	136
\$63,000.00	General Purpose Discretionary	See contract with Heros.	Extend Hero's contract providing structured play at recess and before school to include a daily enrichment hour-long alternative ASP from 2:45 to 4pm daily.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	136-3	136
\$7,000.00	LCFF Concentration	Extended contracts for ILT, PBIS, Operations, BAL, Math ASP, and Blended Learning ( technology) team	Provide compensation for teachers interested in running after school math academies using standards, Khan Academy, or ST Math	A1.6: After School Programs	1120	n/a	n/a	n/a	136-4	136
\$3,000.00	LCFF Concentration	Pay for substitutes to foster peer observation and additional PLCs as needed	Principal/TsAs will do weekly walk-throughs and invite teachers to join - to assess progress towards goals and collect data to inform professional learning and share with staff for reflection and revision as needed.	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	136-5	136
\$1,000.00	LCFF Concentration	Offer clerical over-time for busy times of year including enrollment, to support parents with filling out forms, to participate in added staff development days for PBIS and SEL.	Continue to fund clerical team with benefits to work extra hours during registration process and report card conferences, Reading Nights, and TKK orientations to support families and students	A5.3: School Facilities	2425	n/a	n/a	n/a	136-6	136
\$2,000.00	LCFF Concentration	Maintain equipment in lab	Continue personalized learning across curriculum using technology - Imagine Learning, AR, Newsela, to meet the needs of newcomers, ELLs, at risk and GATE students.	A5.3: School Facilities	4420	n/a	n/a	n/a	136-7	136
\$10,058.50	LCFF Concentration	Maintaining 3 copy machines	Continue to maintain copy machine maintenance, and supplies to make copies of books online from Reading A-Z (RAZ), copy online Lucy Calkins material support materials on Fast Forward and more.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	136-8	136
\$85,685.15	LCFF Supplemental	Hire a TSA to coordinate RTI, to coach teachers, support PLCs, Facilitate ILT, organize PD, organize data/Facilitate PD and team meetings, work with small groups of students,	Intervention teacher (TSA) will support lowest performing students and ELLs using 'Words Their Way' and Guided Reading to target specific skills and continually assess and adapt groups accordingly.	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	1	136-9	136
\$79,278.16	LCFF Supplemental	Hire a TSA to coordinate RTI, to coach teachers, support PLCs, Facilitate ILT, organize PD, organize data/Facilitate PD and team meetings, work with small groups of students,	Intervention teacher (TSA) will support lowest performing students and ELLs using 'Words Their Way' and Guided Reading to target specific skills and continually assess and adapt groups accordingly.	A4.1: English Learner Reclassification	n/a	10 MONTH CLASSROOM TSA	C10TSA0057	1	136-10	136
\$21,981.74	LCFF Supplemental	STIP Sub to support teachers for TGDS, and for RTI	TSAs and Stip subs will be available to cover teachers for Teacher Growth and Development observations as well as pre- and post conferences.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP9999	0.45	136-11	136
\$38,940.32	LCFF Supplemental	STIP sub to support teachers and RTI	RTI includes TsAs working with with small groups of ELLs, Newcomers, low performing students, and overseeing Academic Mentors/ASP tutors. STIP subs, and volunteers to due the same - push in and pull out - with LLI, Rime Magic, and Guided Reading. (2 ASP tutors funded by grant, Academic Mentor funded by donation).	A4.3: Newcomer Programs	n/a	TEACHER STIP	TCSTIP0445	1	136-12	136
\$628.49	LCFF Supplemental	Supplies as needed	Funds will be set aside for classroom supplies and learning materials as needed.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	136-13	136

\$12,130.00	LCFF Supplemental	Additional 1/2 day a week of school psychologist to support testing, IEPs, attend COST and SST, and to align goals with Seneca	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	136-14	136
\$21,000.00	Measure G (School Libraries)	Licences for Library use, Newela, AR, Raz kids, STMath	A3.1: Blended Learning	4310	n/a	n/a	n/a	136-15	136
\$26,866.67	Measure G (TGDS)	STIP sub to support teachers and RTI	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP9999	0.55	136-16	136
\$498.43	Measure G (TGDS)	Supplies as needed	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	136-17	136
\$36,824.26	Program Investment	Hire Community Relations Bilingual	A5.4: Root Causes of Chronic Absence	n/a	COMMUNITY RELATIONS	CMRAIB9999	0.5	136-18	136
\$3,170.74	Program Investment	General Supplies	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	136-19	136
\$10,339.55	Title I Basic	EEIP for enrichment prep	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0046	0.1	136-20	136
\$356.88	Title I Basic	supplies as needed	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	136-21	136
\$75,000.00	Title I Basic	Seneca to support half time grant to provide full time Counseling services	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	136-22	136
\$2,196.74	Title I Parent Participation	Parents voted to purchase supplies for awards to recognize student academic citizenship and attendance achievement	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	136-23	136

# Horace Mann Home-School Compact

Sept 11, 2015 - Title 1 Meeting  
School District

Oakland Unified

<p><b>District and Site Pledge</b></p> <p><i>We believe all students can learn and we will do the following to ensure their success: We will</i></p> <ul style="list-style-type: none"> <li>• create a partnership with every family.</li> <li>• provide high-quality curriculum and instruction in a supportive and effective learning environment that enable your child to meet the State of California's student academic achievement standards.</li> <li>• provide motivating and interesting learning experiences.</li> <li>• use teaching methods and materials that work best for your child.</li> <li>• make sure all students get help as soon as it is needed.</li> <li>• make sure students understand homework assignments and what they'll learn from them.</li> <li>• monitor student progress in reading and math on a regular basis and share updates on a regular basis.</li> <li>• hold parent-teacher conferences three times a year during which this compact will be discussed as it relates to your child's achievement.</li> <li>• continually work on our teaching strategies so that we can successfully teach all children.</li> <li>• provide family involvement opportunities and encourage participation.</li> <li>• provide parents reasonable access to staff by having the office open from 8:00 – 4:00 every school day</li> </ul> <p><i>Horace Mann School</i></p>	<p><b>Parent Pledge</b></p> <p><i>I believe that parents and family are the child's first and most important teachers. I will encourage my child's learning and success in school by doing the following: I will</i></p> <ul style="list-style-type: none"> <li>• help my child see how to use reading and math to pursue his/her interests and goals.</li> <li>• provide a quiet place and time for my child to do homework, and I will review the homework.</li> <li>• monitor my child's attendance</li> <li>• when I talk to my child each day about school, ask questions that can't be answered with a yes or no.</li> <li>• read to my child or have my child read for at least 30 minutes every day at his reading level.</li> <li>• help my child learn to solve problems, communicate mathematically and demonstrate reasoning abilities by relating math to everyday life.</li> <li>• limit the amount of time my child watches television or plays video games to less than 2 hours a day.</li> <li>• attend Back to School Night, Parent-Teacher-Student conferences, Open House and other school events.</li> <li>• sign in with the office when visiting my child's school.</li> <li>• in accordance with the law, be prepared to sit with my child in class in the event that negative behaviors need to be corrected.</li> </ul> <p>Parent signature: _____</p>	<p><b>Student Pledge</b></p> <p><i>I believe that I can be successful in school and I will show it by doing the following: I will</i></p> <ul style="list-style-type: none"> <li>• come to class on time every day.</li> <li>• come to school ready to learn.</li> <li>• follow school rules, always show respect and be responsible for my own behavior.</li> <li>• be a cooperative learner.</li> <li>• ask for help when I need it.</li> <li>• carry information between home and school.</li> <li>• write down assignments, do my homework every day and turn it in when it's due.</li> <li>• read on my own and with my family every day for at least 30 minutes.</li> <li>• work on my math and reading skills at home using the materials my teacher sends home.</li> <li>• write a report each week about a TV program I watched, a book I read, or an activity I did.</li> </ul> <p>Student signature: _____</p>



## School Site Council Membership Roster – Elementary

School Name: Horace Mann

School Year: 2015-16

<b>Chairperson :</b> Regina Bellow	<b>Vice Chairperson:</b> Elva Martinez
<b>Secretary:</b> Marsha Bacons	<b>*LCAP Parent Advisory Nominee:</b> Marsha Bacons
<b>*LCAP EL Parent Advisory Nominee:</b> Elva Martinez	<b>*LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Patricia Sheehan	X			
Sandra Andrade			X	
Dorota Hryniszak		X		
Claire Judson		X		
Carmen Haynes		X		
Griselda Torres				X
Regina Bellow				X
Elva Martinez				X
Marsha Bacons				X
Martha Canseco				X

<b>Meeting Schedule</b> (day/month/time)	4th Wednesday of each month @8:30 am
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**SSC Legal Requirements: (Ed. Code 52852)**

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

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

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/15

## Title I School Parental Involvement Policy 2015-16

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

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

### **Involvement of Parents in the Title I Program**

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

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

Parents are notified of their rights and are invited to join SSC to develop the annual plan for improvement at the Annual Back to School and Title I meetings. Parents are invited to ongoing SSC meetings throughout the year and are alerted via flyers, robo calls, signs, monthly newsletters and public announcements at Coffee Clutches, Afternoon Staff/parent Get-togethers, and Movie Nights.

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

SSC Meetings are held once a month on a regular date that is decided upon by SSC members and participants. In addition, parent engagement meetings occur on a monthly basis in the Resource Room. Parents are welcome to join any site based committees, such as PBIS, ILT, which work to execute our site plan

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

Review of Title I Programming happens every SSC meeting. We discuss progress towards strategic actions and develop new strategies at these meetings.

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

SSC meetings are consistently held on the 3rd Thursday of each month or Friday - after school. The time and location changes per holiday or special occasion, but we give ample notice and announce it at the last meeting. This allows SSC to regularly discuss in person updates on Title 1 programming and developments. We also discuss how best to spend funds this year and next, and if it was a wise choice.

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

This occurs regularly at our SSC meetings, and at our Back to School night, and our Title 1 meeting. We start year by reviewing latest data and review each data cycle as data is aggregated.

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

This is a core function of our SSC model. We leave an opening every month for parents to ask questions and we address them or table them for following month.

### **School-Parent Compact**

(Name of school) Horace Mann :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

## Building Parent Capacity for Involvement

(Name of school) \_\_\_\_\_:

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

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

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

We review academic expectations at Back to School Night and review progress 3 times a year during parent teacher conferences. Report card conferences are a must each trimester. In addition we began developing a series of grade level workshops to support parents in supporting the school and their kids within a casual atmosphere, focusing on helping kids with reading. Teachers drop in to principal lead meeting as they wish. Others are invited.

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

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

As noted, we are developing grade level workshops to support parents to help with reading and homework. We also have parent workshops based on PBIS. Another workshop is the NO Bully workshop where parents learn how we handle accusations of bullying and how to help their students.

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

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

This year we have coffee clutches meetings planned every 2 months. We invite visitors who support parents with understanding how to be a voice for their child, and how to talk to teachers about their children's needs and learning style.



- **Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.**

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

**We are supporting parents to engage with our site based goals at home and in the classroom during the regular school day.**

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

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

**Parent related activities are communicated with parents through our monthly school to home newsletter, which is translated to Spanish and Arabic.**

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

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

**This is a function of the SSC that allows for regular opportunities for parent input in regards to needs and requests.**

### **Accessibility**

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

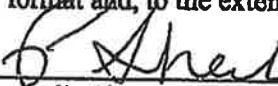
**(In the box below, briefly describe or bullet how this happens at your school.)**

**Documents, communications and meetings are regularly translated for parents whose first language is not English. We have staff members who support at meeting in Spanish and Arabic, and reach out to the district and volunteers for other languages.**

## Adoption

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

This policy was adopted by the (Name of School) Horace Mann School Site Council on (Date) 9/11/15 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Horace Mann 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
(Principal's Signature)

9/11/2015  
(Date)

Revised 9/2/2015