

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1304
Introduction Date: 6/27/18
Enactment No.: 18-1109
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for Horace Mann Elementary School.

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Horace Mann Elementary School
CDS Code: 1612596001929
Principal: Patricia Sheehan
Date of this revision: 5/10/2018

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Horace Mann Elementary School

Site Number: 136

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 15, 2018

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|--|--|--|

Signatures:

<u>Patricia Sheehan</u> Patricia Sheehan, School Principal	<u>[Signature]</u> Signature	<u>5-21-18</u> Date
<u>Regina Bellows</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5-21-18</u> Date
<u>Monica Thomas</u> Monica Thomas, Network Superintendent	<u>[Signature]</u> Signature	<u>5-23-18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>6/1/18</u> Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/8/2018	ILT - Instructional Leadership Team	Reviewed the SPSA protocol, expectations, and conducted work session to feel out ILT's ideas for Big Rocks and PD focus for 18-19.
1/22/2018	Faculty	Informed Faculty of the next steps of SPSA and plan to maintain focus on same 3 big rocks.
1/15/2018	SSC/SELLs combined	Reviewed rationale and overview of site plan
2/15/2018	SSC	Reviewed SSC plans for 2018-19 and determined how to spend Title 1 funds - on an RJ coordinator and translation devices but State and Federal rejected - rescheduled emergency meeting for 3/8/18
3/8/2018	SSC	Decided/ voted on spending 2018-19 Title 1 funds on 30% EEIP salary, 2 Academic Mentors, and Licensing Equipment

2018-2019 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	\$58,275.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$245,058.55	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$24,999.99	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$433,852.23	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$68,913.63	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,945.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$70,858.63	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Horace Mann Elementary School

School ID: 136

School Description

We are a neighborhood TK-5 elementary school located in East Oakland near Fremont High School and the Melrose Library. Our 13 classroom teachers and support staff strive daily to provide our students with the personal, academic, and technological skills needed to be successful in the 21st Century. To that end, we keep class sizes relatively small so every voice can be heard. Across curriculum, we facilitate collaborative learning teams to broaden individual understanding, foster teamwork, and explore group dynamics. At Horace Mann, we focus on literacy. Using a balanced literacy approach in a blended learning environment - with extended day support from an academic literacy-based afterschool program, parents, and our PBIS Team - we developed a plan ensuring that every Horace Mann student reads at or above grade level by the end of 5th Grade. This means that our students will be ready to succeed in middle school, high school, college and beyond.

School Mission and Vision

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

Family & Student Engagement

There is not a big gap in EO vs. ELL proficiency. 44.6% ELLS not significantly different than 47.9 EO. End of year was 7% or 9 students out of 129. zero ELL students in 2016 were at or above SRI proficiency. We lack resources, and a vision. including a specific designated plan for ELLS. Hoping to change this in January.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>-Decreased percentage of students reading below grade level by 5% from Fall 2016 to Winter 2017. -Increased percentage of students reading At Grade level by 2% from Fall 2016 to Winter 2017 -Increased At or Above Grade Level performance on SBAC ELA by 10% from Spring 2015 to Spring 2016. -In January 2018, 43% of students are at and above benchmark in F&P</p>	<p>-Decreased percentage of students reading Above Grade Level by 4% from BOY 2016 to November 2016. -Only 9% of students performed Proficient or Advanced on SRI In Fall 2016 as compared to 23% in Spring of 2016. -In Spring 2017 75% of our students are Multiple Years below in SRI -In January 2018, 85% of our students are approaching or below grade level in SRI (15% are at/above benchmark)</p>	<p>-High number of newcomer students -Teachers are struggling with understanding teaching point, planning a 10 minute Lucy Calkins lesson, applying standards to skills of lesson, and matching the task to the standard -Teachers are struggling with implementing small group instruction during independent reading to target specific strategies and needs of the students. -Teachers are having trouble managing independent reading time to pull successful small groups. Teachers are not comfortable with pulling fluid groups. -At the start of the year we had one class consolidated and in October had one teacher resign, leaving the class with multiple substitutes.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>-13% Proficient or Advanced on SMI in June 2017 -28% Approaching on SMI in June 2017 -25% of 5th Graders Proficient or Advanced on SMI in June 2017 -10 out of 22 students in 3rd Grade are 320 or above the benchmark of 400 in June 2017 -8 out of 25 students in 4th Grade are 500 and or above with a benchmark of 625 in June 2017 -6 out of 7 students in 5th Grade are 650 and above with a benchmark of 715 in June 2017 -15% of students Proficient or Advanced on SBAC Math in June 2017 -28% of students Nearly Met Standard on SBAC Math in June 2017 -Math PLCs being implemented in 17-18</p>	<p>-57% of students in Grades 3-5 are 2 or 3 years below grade level on SMI in June 2017 -57% of students in Grades 3-5 Below Grade Level on SBAC Math in June 2017 -21% of students in Grade 3-5 are at or above grade level on SMI in January 2018 (79% are approaching or below benchmark)</p>	<p>-Teachers having difficulty identifying and teaching skills to match Grade Level Standards -Teachers not yet comfortable pulling fluid groups for targeted small group instruction in math. -Starting in January 2017 all grade levels will have a 1 hour math PLC per week -At the start of the year we had one class consolidated and in October had one teacher resign, leaving the class with multiple substitutes.</p>

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>-Number of URFs has decreased significantly from September to November from 60 in September to 8 in October to 2 in November 2017 -88.9% of URFs complete 2017 -100% of Monthly SEL Assemblies have been carried out with incentives for classes receiving the most Jaguar Cards per month. -0 suspensions in the fall of 2016 -PBIS team meets monthly to discuss and adjust policies and procedures of the school. -As of November 2016 93% of teachers were using positive narration and positive redirection in classrooms. -In June 2017, our suspension rate was 2.6%.</p>	<p>-Some teachers still having difficulty with positive narration and positive redirection in class. -MTSS not yet fully in place -In January 2018 suspension rate is ___.</p>	<p>-New SENECA Counselor -Lack of reteaching school wide behaviors on a regular basis both in and out of class. -At the start of the year we had one class consolidated and in October had one teacher resign, leaving the class with multiple substitutes -Substitute principals for 5-weeks at the start of the year.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>-In January 2018 5% of students have been RFEPed (9/18 students who were tested in CELDT Retest)</p>	<p>-New teachers on staff. -Limited support staff & loss of support staff mid-year. -Limited training in ELD programs -High number of Newcomer students enrolled sporatically during the school year with little to no English or school experience.</p>	<p>-New ELPAC Test & CELDT Retest -At the start of the year we had one class consolidated and in October had one teacher resign, leaving the class with multiple substitutes.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Horace Mann Elementary School

School ID: 136

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	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.)			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	23.00%	28.00%	33.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	F & P in January 2018, 43% of students are at/above benchmark 2016-17 SBAC ELA 16.2% (baseline), 17-18 target 21.2% SRI 22.6%, 30% 17-18 SRI Progress Monitoring Writing Progress Monitoring F&P, Lucy Calkins (pre and post), SRI (monthly scheduled dates), SBAC Interim, Writing Assessments				
Theory of Action for Language & Literacy Priority:	If we continue to set differentiated progressive F&P and SRI reading goals for every student and monitor them to distribute and redistribute resources to support them accordingly in small group instruction in class and with our MTSS team, we will increase Reading proficiency school wide as measured by F&P, SRI, and SBAC.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Teachers will set goals for students using F and P growth chart and use ongoing formative assessments to see how students are progressing towards goals, including site words, informal running records, phonemic awareness and conferring notes to set and reset their skill/guided reading groups.	Principal/TSA will attend Grade Level Data Analysis days to ensure that data reflects both quantitative data, skills that need to be taught and strategies for teaching them. Full Day subs per benchmark period will be hired to cover teachers so they can complete qualitative data analysis of running records and foundational skills for individual students, identify class trends, group students and complete grade level academic accountability conferences.		Students will meet their F&P progress monitoring goals. Data wall will monitor growth.	

1-2	Teachers in 3-5 will set differentiated, progressive SRI reading goals and monitor them for in class and pull out.	Principal/TSA will attend Grade Level Academic Achievement Conferences (GLAACs) and Data Analysis days to ensure that the GLAAC reflects both quantitative data, skills that need to be taught and strategies for teaching them Funds will be set aside for curriculum coach for BAL, Integrating ELL strategies, and for RIme Magic support	Students will meet their SRI progresss monioring goals. Data wall will monitor growth.
1-3	Teachers will come prepared to attend Grade Level Data Analysis meetings with the principal and ITL to monitor progress relating to goals, reflect on best practices and adjust to support ELL students and newcomers.	The Instructional Leadership Team (ILT) will meet to synthesize data from grade level academic accountability conferences. The ILT will identify school-wide trends of strength and trends of concern and help to plan a data presentation to the staff. The ILT will analyze root causes for each trend and use that information to plan next steps for professional learning, coaching, and intervention.TSA will provide template for synthesizing data at a PLC. Instructional Leadership Team (ILT) will meet monthly as well as at the end of a professional development cycle in order to plan the next six-week cycle.	Principal and ITL will monitor and document meetings
1-4	Teachers will come prepared to attend Grade Level Data Analysis meetings with the principal and ITL to monitor progress relating to goals, reflect on best practices and adjust to support GATE students accordingly.	The Instructional Leadership Team (ILT) will meet to synthesize data from grade level academic accountability conferences. The ILT will identify school-wide trends of strength and trends of concern and help to plan a data presentation to the staff. The ILT will analyze root causes for each trend and use that information to plan next steps for professional learning, coaching, and intervention.TSA will provide template for synthesizing data at a PLC. Instructional Leadership Team (ILT) will meet monthly as well as at the end of a professional development cycle in order to plan the next six-week cycle.	Principal and ITL will monitor and document meetings

1-5	Teachers will set goals for students using F and P growth chart and use ongoing formative assessments to see how students are progressing towards goals, including site words, informal running records, phonemic awareness and conferring notes to set and reset their skill/guided reading groups.	Principal/ITL will do weekly walk-throughs - to assess progress towards goals, collect data to inform professional learning and share with staff for reflection and revision as needed.	Walkthroughs will use PD related Look-fors for RW, WW, Designated/Systematic ELD, and will be chunked into six week cycles that are aligned to our assessment calendar with minimum days at the end of each cycle for scoring and analyzing benchmark data, as well as minimum days during the 1st 2-weeks of school to complete all assessments.
1-6	Teachers will implement all components of balanced literacy including: read aloud, conferring shared reading - with 5-day action plan, reading workshop, shared writing, writing workshop and word study.	Principal and TSA/ITL will provide results based professional development aligned to Common Core Standards, in 6 week cycles to improve classroom instruction.. Cycles will include: deepening content knowledge of Balanced Literacy practices related to the Common Core Standards (CCSS). PD cycles will include an early cycle on unpacking standards and backwards planning, and a cycle that addresses "Guided Reading Practices" and using "Guided Reading" materials, as different from Conferring and Strategy Groups, with a nod to frontloading for ELLS, and vocabulary strategies, taking our skills to the next level.	All BAL components will be visible in a posted daily and live agenda, and lesson plan. Weekly walkthroughs will monitor with feedback. PD will continue to focus on the same goals for 6 weeks in order to sustain changes in practice as evidenced by observed indicators of success that are outlined during PD and "looked for" during weekly walk-throughs.
1-7	Teachers will continue to develop daily Conferring and Guided Reading skills - as most effective measure to help all students, specifically ELLs, newcomers and struggling students meet their F & P and SRI goals.	Principal and ITL will provide PD to improve classroom instruction in notetaking for Conferring, Guided Reading	Teachers will improve classroom instruction by maintaining Conferring and Guided Reading notes to show differentiated goals and progress,
1-8	Teachers will practice Small Group Instruction by grouping students based on results of conferring and assessments, so that teacher will work multiple groups daily, and confer with 3-4 individual students daily during Independent Reading Time and Partner Reading	To improve classroom instruction, Principal and ITL will support 5-6 teachers a week with classroom coaching/support during reader's workshop and support those teams during PD and PLC. Principal will arrange for coverage during PLC.	Weekly walkthroughs and 1 on 1 meeting notes will result in improving classroom instruction

1-9	Teachers will provide differentiation in the classroom for ELLs, newcomers and struggling students using a Blended Learning rotational model with Imagine Learning, Reading A to Z, Newsela and other programs - by setting goals, monitoring progress and following through with next steps.	Principal. ITL and Tech Lead will provide PD to improve instruction in Blended Learning expectations and Best Practices.	Data from the Blended Learning model will be reviewed in PLC and by Principal and Tech lead.
1-10	ITL/TS and support staff (Academic Mentors, STIP)will work with struggling students, and ELLs in grades 3-5, in small groups, use guided reading and LLI to target specific skills, and continually assess (including site words, informal running records,SRI) and adjust groups based on those assessments. Academic Mentors will work with K-2 struggling students focusing on Foundational Skills using Words Their Way and Guided Reading to target specific skills.	Provide teachers with opportunities to plan together together in weekly PLCs to better prepare lessons for differentiation to support ELLs, Newcomers, and GATE students, with support of a curriculum coach. MTSS includes CCTL working with small groups of ELLs, Newcomers, and low-performing students, and overseeing Academic Mentor/s, ASP tutors, STIP subs, and volunteers to do the same - push in and pull out - with LLI, Rime Magic, and Guided Reading. (2 ASP tutors funded by grant, Academic Mentor funded by donation.)	ITL/TSA and support staff will monitor SRI and F&P of students in small groups.
1-11	Teachers will attend extended learning time to improve class instruction in Conferring and Small Group Instruction.	Principal will provide teachers paid extended learning time oportunities to improve instruction.	ITL/TSA and support staff will monitor SRI and F&P of students in small groups.
1-12	4-5th grd teachers will ill support all studentswith Word Generation.3rd grade teachers will use Words Their Way, and 1st-2nd will use SIPPS, and TK and K will use Foundations, and Seeds for TK.	TSA /Principal will meet on a weekly basis to progress monitor and identify PD needs and individual support for teachers with word study as needed. Continue to maintain copy machine maintenance, and general supplies to make copies of books online from Reading A-Z (RAZ), copy online Lucy Calkins materials support materials and purchase academic supplies such as folders and post its and teaching supplies.	

1-13	Teachers will use chromebooks at PD and PLCs to correspond with TSA and Principal, to do daily attendance, planning, and maintaining student data records	Principal will meet with Data and Tech lead to ensure that all staff have a working chromebook. With Girls Inc. our after school provider, we plan to focus on literacy needs for struggling students, with 1 hour additional literacy practice, using the Balanced Literacy Approach. Girls Inc. tutors will be trained to use Balanced Literacy curriculum and paid to work additional hours during the day. Hold 2 Family Reading Nights in Fall and Spring associated with Girls Inc.	
1-14	Teachers will share data and reading goals, with the ASP program tutors for shared students to work in tandem towards the reading level goals	CCTL will organize progress monitoring data for CELDT, F&P and SRI and disseminate to ASP staff at the end of each cycle. Funds will be set aside for classroom supplies and learning materials as needed.	
1-15	Teachers will identify SRI scores and F&P reading levels and share ongoing progress reports with students and parents to keep everyone informed of their child's progress or lack thereof. Teachers will complete progress monitoring chart every six weeks.	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.	Principal and ITL will hold teachers accountable for progress monitoring deliverables during PD and PLC and set clear expectations of dates by which new levels are due.
1-16	Teachers will post a public display - either in the classroom or the hallway bulletin - where students and families can monitor their child's F&P and SRI progress - at any time - without comparing students to each other.	Principal will assign each teacher bulletin boards at the start of school, and assign one for monitoring reading progress The Operations Team w/EEIP will help assign the bulletin boards to teachers and monitor assignments	Principal will monitor BB and provide feedback.
1-17	Continue to use Imagine Learning with our newcomers for 30 minutes per day 5 days per week.	Data and Tech Lead and EL Lead will assist staff in acquiring log in information and appropriate technology and training for Imagine Learning at the beginning of the school year. EEIP will create a schedule for Chromebooks and ipads so that each teacher has adequate technology in their classrooms.	Teachers and Tech Lead will oversee and monitor student progress using IL and other licences.

1-18	Teachers will provide 30 minutes of designated ELD per day as well as integrate student talk strategies into other areas of the curriculum.	Invite Rita Pope to provide teachers with PD to improve instruction, support Walkthroughs and provide Elbow Coaching targeting ELs	ELD walkthroughs
1-19	Upper-grade teachers will continue to use the Miramonte Method 30 minutes daily - with the whole class - to practice SRI release and text dependent inference-based questions to increase our SRI proficiency scores	Principal/TSA will train new staff on Miramonte Method in PD or PLCs and provide time to observe other teachers. Principal/TSA will provide support to new teachers unfamiliar with Miramonte Method.	Monthly SRI progress monitoring
1-20	Teachers and MTSS staff will continue to pull small strategy groups to target specific skills and strategies that students are struggling with in reading and monitor their progress, changing their groups accordingly.	Principal and CCTL will continue to foster small group instruction and common understanding of TPs and how they align with CCSS by researching, reviewing and practicing t in PD Hire 2 STIP subs and 2 Academic Mentors to assist in small group CCSS aligned reading instruction.	Student progress monitoring
1-20	Teachers and MTSS staff will use culturally relevant texts during Read Aloud, Shared Reading, and as mentor texts in Reading and Writing Workshop to promote more meaningful connects with students of color-including our African American students.	Principal will include books in budget to provide culturally relevant texts for students. TSA/ITL will support and train teachers on best practices for integrating texts to support and engage our African American students and students of color.	Teachers and students will use culturally relevant texts during planning and walkthroughs
1-21	Teachers and MTSS staff will use culturally relevant texts during Read Aloud, Shared Reading, and as mentor texts in Reading and Writing Workshop to promote more meaningful connects with students of color-including our Latino students.	Principal will include books in budget to provide culturally relevant texts for students. TSA/ITL will support and train teachers on best practices for integrating texts to support and engage our Latino students, including texts in Spanish.	Teachers and students will use culturally relevant texts during planning and walkthroughs
1-22	Teachers and MTSS staff will use culturally relevant texts during Read Aloud, Shared Reading, and as mentor texts in Reading and Writing Workshop to promote more meaningful connects with students who are economically disadvantaged or low-income-focusing on life experiences relevant to these students.	Principal will include books in budget to provide culturally relevant texts for students. TSA/ITL will support and train teachers on best practices for integrating texts to support and engage our economically disadvantaged or low-income students.	Teachers and students will use culturally relevant texts during planning and walkthroughs

1-23	Teachers will use fiction and non-fiction texts that include students with disabilities. Teachers will be trained in how to use culturally relevant texts as mentor texts, Read Aloud, and Shared Reading texts. Teacher will work with Resource Teacher to support and implement IEPs for students with disabilities.	Principal will include culturally relevant texts in the budget. TSA/ITL will support and train teachers on how to use culturally relevant texts in Balanced Literacy. Principal will provide opportunities for teachers and resource specialist to communicate about IEPs after school and when IEPs are held during the day, teachers will be given coverage by STIP sub.	Teachers and students will use culturally relevant texts during planning and walkthroughs. Teachers and staff will communicate about IEPs, ensuring that we are working collaboratively towards supporting students with disabilities.
1-24	Teachers and MTSS staff will use culturally relevant texts during Read Aloud, Shared Reading, and as mentor texts in Reading and Writing Workshop to promote more meaningful connects with students who are homeless- focusing on life experiences relevant to these students.	Principal will include books in budget to provide culturally relevant texts for students. TSA/ITL will support and train teachers on best practices for integrating texts to support and engage our homeless students.	Teachers and students will use culturally relevant texts during planning and walkthroughs
1-25	Teachers and MTSS staff will use culturally relevant texts during Read Aloud, Shared Reading, and as mentor texts in Reading and Writing Workshop to promote more meaningful connects with students who are in foster care- focusing on life experiences relevant to these students.	Principal will include books in budget to provide culturally relevant texts for students. TSA/ITL will support and train teachers on best practices for integrating texts to support and engage our students in foster care.	Teachers and students will use culturally relevant texts during planning and walkthroughs
1-26	Teachers will focus on ELL strategies during professional development, learning about ELD instruction. Teachers will progress monitor newcomer student data, lead small group instruction, focusing on using scaffolding and other supports for the Newcomer students.	Principal and TSA/ITL will provide results and data based professional development for English Language Learners. Leadership will do walkthroughs during ELL cycle, providing teacher feedback and support. Leadership will monitor teacher and students progress, focusing on our newcomer students. Newcomer students will receive pull-out instruction in English by Academic Mentors.	F&P data using progress monitoring charts focusing on our focal newcomer students
1-27	A teacher liaison will work with the After School Program to align Extended Learning Time with Day Time ELA instruction	Principal will meet regularly with director of the ASP and the teacher liaison to align extended learning time with daytime instruction. The principal and the ITL will share student data with the ASP director so they can work together to set student goals.	F and P data and SRI data will improve on the students selected for the ASP

STANDARDS-BASED INSTRUCTION		Priority ("Big Rock"):	JUNE 2021 GOAL			
		Mathematics	Teaching practice will focus on providing daily opportunities for students to engage in complex problem solving using academic discussion, as well as built-in small group instruction.			
		Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
		SBAC Math	All Students	-87.6	-77.6	-67.6
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?		SMI Progress Monitoring, CEOU Performance, SBAC Interim, Summative Assessments, weekly formative assessments on key standards using MX 13.2% 16-17 Baseline, 18.2% 17-18 Target				
Theory of Action for Standards-Based Instruction Priority:		If we focus on identifying, planning and teaching rigorous, standardized math tasks in PD, PLCs, and Unit Studies, and self-monitor via weekly Instructional Core walkthroughs, mutually identified "look-fors," and regularly monitor data at PLC and Data Days, then students will be better prepared, and we will increase Math proficiency school wide as measured by SMI, CEOUs and SBAC.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
2-1	Teachers will use math performance task and Cumulative End of Units to assess students' conceptual math understanding and to practice math standards.	Half day subs will be provided for each grade level to unpack Math Units for data analysis at each benchmark that will include qualitative and quantitative data analysis and updating data wall. Weekly PLCs are provided for grade levels to plan and review data.		Principal and ITL will attend Data Analysis days to ensure that the analysis reflects both quantitative data, skills that need to be taught and strategies for teaching them. They will also attend PLCs to monitor planning. CEOU and SMI will be monitored on Data Wall.		
2-2	At PLCs, teachers will lesson plan, unpack standards, and reflect on data to inform instruction	Principal will provide stipend/extended contract funds for extended hours for Grade Level PLCs before and after school.		TSA/ITL and Principal will split and/or rotate PLCs to facilitate, support and hold teachers accountable for following the PLC cycle. PLC will be chunked into the instructional planning cycle (unpacking content-Standards and assessments, unit planning, planning individual lessons, analyzing formative assessments), so that weekly meeting will have intentional goals and action steps.		
2-3	Teachers will teach math conceptually--Use tasks that are open ended and require complex problem solving and allow multiple entries to raise rigor and increase academic discussion. Teacher will include culturally diverse word problems to include representation of African American students and other students of color.	Principal and ITL will provide PD, coach teachers and monitor walkthroughs		Walkthroughs and coaching notes		

2-4	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. Teacher will include culturally diverse word problems to include representation of Latino students and other students of color.	Principal and ITL will provide PD, coach teachers and monitor walkthroughs	Walkthroughs and coaching notes
2-5	Teachers will use group roles, discussion builders and other strategies common to BAL LIT to increase academic discussion and support students in becoming the "heavy lifters" in Math class lessons discussion.	Math PD Cycles to improve teaching staff instruction	Principal/TSA/math lead will do weekly walk-throughs to assess progress towards goals and collect data
2-6	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.	Tech Lead and principal will monitor St MATH progress along with teachers
2-7	Teachers will plan together to teach students the 3 read strategies, Number Talk, and Academic language	Principal /ITL will provide Math PD to model and conduct Reads Strategy, Number Talks and Academic Discussion and provide coverage so that other teachers can watch each other.. ILT will create a system and protocol for teachers watching teachers teach.	ILT will create a system and protocol for teachers watching teachers teach.
2-8	Teachers will apply skills and strategies - around ELL small group work - as learned in PD for a workshop model in math.	Principal/TSA/Math lead will plan and deliver PD focused on small group strategies in math. Hold a Family Math Night where teachers introduce families to all the online and at home opportunities to hone math skills, and to enlighten families about small group learning with translation for ELLs and newcomers.	Math data wall will monitor aceou and SMI data school wide.
2-9	Teachers will incorporate ST Math and Kahn Academy in a Blended Learning model to differentiate for newcomers.	Principal will provide schedule for Chromebook use.	Tech Lead, teacher, principal will monitor data

2-10	Teachers will incorporate ST Math and Kahn Academy in a Blended Learning model to differentiate for Gate students.	Principal will provide schedule for Chromebook use.	Tech Lead, teacher, principal will monitor data
2-11	Teachers will use number talks to support language development for newcomer and English Language Learner students.	Principal /ITL will provide Math PD to model and conduct Reads Strategy, Number Talks and Academic Discussion and provide coverage so that other teachers can watch each other.. ILT will create a system and protocol for teachers watching teachers teach.	ILT will create a system and protocol for teachers watching teachers teach.
2-12	Teachers will support foster youth by providing small group instruction in math, focusing on applying skills and strategies learned during math lessons.	Principal/TSA/Math lead will plan and deliver PD focused on small group strategies in math. Hold a Family Math Night where teachers introduce families to all the online and at home opportunities to hone math skills, and to enlighten families about small group learning with translation for ELLs and newcomers.	Math data wall will monitor aceou and SMI data school wide.
2-13	Teachers will support homeless students by providing small group instruction in math, focusing on applying skills and strategies learned during math lesson.	Principal/TSA/Math lead will plan and deliver PD focused on small group strategies in math. Hold a Family Math Night where teachers introduce families to all the online and at home opportunities to hone math skills, and to enlighten families about small group learning with translation for ELLs and newcomers.	Math data wall will monitor aceou and SMI data school wide.
2-14	Teachers will support economically disadvantaged and low-income students by providing small group instruction in math, focusing on applying skills and strategies learned during math lesson.	Principal/TSA/Math lead will plan and deliver PD focused on small group strategies in math. Hold a Family Math Night where teachers introduce families to all the online and at home opportunities to hone math skills, and to enlighten families about small group learning with translation for ELLs and newcomers.	Math data wall will monitor aceou and SMI data school wide.
2-13	Teachers will work with RSP teacher to learn about and inact students IEPs during Math Instruction. Students with disabilities will be given additional time to work on the curriculum, and additional support through small group instruction. Teacher will be trained in how to use math small group instruction and will be given support with understanding and implementing student IEPs.	Principal and ITL will provide PD to improve classroom instruction, coach teachers and monitor walkthrough data. All staff will engage in data analysis based on CEOU and SMI scores.	Math data wall will monitor aceou and SMI data school wide, classroom walkthrough data based on PD goals.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT		Priority ("Big Rock"):	JUNE 2021 GOAL			
		PBIS	By June 2019, Suspension Rate will decrease to 2%.			
		Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
		Suspension Rate	All Students	2.2%	2.0%	1.8%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?		Frequency with which classes get 100 Jaguar Cards, number of yard cards that classes get indicating positive behavior out of class, Semi-annual TFI/TIC, Parent/Student/Staff Surveys, URF data progress monitoring, SENECA Survey, CHKS, Train Heroes in Conflict Resolution 7% 16-17 Baseline, 13% 17-18 Target, 15% 18-19 Target				
Theory of Action for Conditions for Student & Adult Learning Priority:		If we continue to utilize our PBIS team in partnership with SENECA and meet monthly to discuss strategies for behavior support, conduct whole school reviews of behavior expectations every other month, use Toolbox for Tier 2 students, develop behavior plans in COST for Tier 3 students and celebrate successes with monthly assemblies, then Tier 1 and 2 challenges will be handled in the classroom, Tier 3 will be identified in COST and be reviewed on an individual basis, and all teachers and students will teach and abide by schoolwide expectations.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS			EVIDENCE OF IMPLEMENTATION	
3-1	100% staff participation. All teachers, support staff and the after-school program will know and enforce the rules in the PBIS matrix, use positively stated language to tell students what is expected instead of what is not expected, hold all students responsible for behaviors in all areas of school and reward positive behavior using jaguar cards, regardless of whether that student is in that teacher's class	Principal will meet with the PBIS team at least once monthly to plan, discuss, and assess PBIS implementation by working with district support personnel to complete the quarterly teacher implementation checklist and create an action plan for next steps, including steps to address growing newcomer population. Seneca Team will meet with PBIS team, community liaison, and attendance social worker to review data from the extensive 2016/17 stakeholder' survey exploring the strengths and challenges of our social and emotional support system with the goal of establishing a more effective MTSS at Horace Mann - from COST to child and establish a system for supporting homeless and foster students in particular.			Reduction of URFs and Suspensions	

3-2	<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>Principal and PBIS team members will set up and run stations at the beginning of the year for all of the matrix domains in order to explicitly teach rules and procedures to all members of the Horace Mann Community and model for teachers how to explicitly teach expected behaviors. PBIS team members will be readily available for teachers to ask questions, especially during the beginning months of implementation. PBIS team members will also be available to model, in their own or other's classrooms, teaching expected behaviors for teachers who need more support. PBIS team will plan a professional development day in August to train staff on PBIS implementation, and throughout the year, every other faculty meeting, PBIS team will administer survey asking teachers how implementation is going and what we can do to help</p>	Reduction of URFs and Suspensions
3-3	<p>Teachers will consistently incentivize positive behaviors with jaguar cards and class rewards</p>	<p>Principal and PBIS team will attend district-wide trainings and bring information back to Horace Mann site Materials for successful PBIS implementation will be provided to the school and classrooms including: a sufficient amount of jaguar cards (at least 200 per teacher to start) for each teacher, poster-size school wide rules and matrices in each classroom and for hallways/cafeteria/all matrix domains, and 100s charts in classrooms to track progress and one in office to track school-wide progres.</p>	Reduction of URFs and Suspensions

3-4	Teachers will consistently and correctly fill out URFs when sending students to the office. Teachers will work with MTSS team to support students who have disabilities with mangaging and improving behavior.	PBIS team will plan assemblies each trimester to celebrate schoolwide accomplishments in PBIS Provide incentives for teachers to give as many cards as possible (for legitimate reasons) by rewarding teacher whose name appears most frequently on the winning Class 100's Chart. Also incentivize teachers to give out jaguar cards to students in other classes by collecting cards given for a raffle.	Increase of URF Completion Rate
3-5	Teachers will work with Attendance Clerk, and Principal to support attendnace challenges, by calling students who are absent more than 2 days in a row.	Expectations and strategies to improve and maintain individual attendance will be discussed at August Buy Back Day Student progress will be monitored by Attendance Team, and best practices will be shared at monthly Faculty Meeting. In addition, Support Staff will be asked to target students for CICO regarding attendance.	
3-6	Teachers will communicate with TK/Kindergarten parents about TK/K orientation and attend the orientation 1 week before school.	Principal and K Team will organize an orientation for Kinder Parents the week before school starts. Attendance Social Worker and Attendance Clerk will speak at K transition event and will organize monthly assemblies promoting improved attendance and hand out recognition awards purchased by parents	Parent Sign in
3-7	Teachers, support staff, and volunteers will be trained in adult expectation matrix during orientation and consistently uphold the expectations with visitors in their class and at school.	Principal PBIS Team will create a matrix for adult expectations too, including Student Attendance responsibilities, teacher absence protocol, assessment due dates and data, Yard Duty responsibilities, Dismissal responsibilities and agreed behaviors, classroom phone protocol, PLC protocol, PD protocol, Arrival and Dismissal expectations. An operational team will meet monthly with principal, or as needed to act on district mandates such as the Safety Plan, monitor Building and Grounds. and other staff and community concerns not addressed in PBIS, FC,SSC, or ILT and keep a Google Fixit Doc open and active to monitor work.	PBIS ADULT MATRIX

3-8	Teachers will attend training and seek consultaion from SENECA counselor to support Tier 2 and 3 students - including at risk, Foster youth, economically disadvantaged, and low-income students - to learn strategies to help traumatized students be successful in the classroom.	Continue to work in partnership with Seneca, through staff professional development, PBIS collaboration, maintaining COST, and on an individual basis to develop and implement school wide, classroom, small group and individual Tier 2 and 3 behavior supports. The PBIS team and the Seneca counselor will will reach out to and support parent participation in improving Academics and understanding PBIS, specifically for ELLs, Newcomers and At Risk students: train parents in PBIS Matrix and Toolbox, SSC meetings, Attendance incentives	COST Minutes, PBIS Minutes
3-9	Teachers will create and maintain two bulletin boards, Reading and Writing, to showcase student work on a rotating basis.	Principal and Operations Team will designate bulletin boards to teachers during orientatation week. The EEIP teacher and the STIP subs will support teachers in their Bulletin Board displays.	Principal will monitor and provide feedback
3-10	Teachers will call students who are absent 2 days in a row to check in	Principal and Attendance Team will incentivize classes that improve their attendance the most by calling home. Attendance Team will also call families in addition to the teacher.	Reduction of Chronic Absenteeism
3-11	Teachers will work with attendance clerk and be made aware of students who have chronic absenteeism. They will celebrate students with improved/perfect attendance at monthly attendance celebrations/competitions.	Principal and Attendance Team will communicate with teachers regarding students who are at risk of chronic absenteeism. Attendance Team will review absence data on a weekly basis and hold SART meetings to hold families accountable.	Reduction of Chronic Absenteeism
3-12	Teachers will prepare report cards for conferences during Report Card conference week during a week o minimum days - for the first and second tremester. Teachers will work with support staff when needing translation and select student of the week for recognition.	Continue to fund clerical team with benefits to work extra hours during registration process and report card conferences, Reading Nlghts, and TK/K orientations to support families and students. Provide postage for sending home recognition awards for positive behavior , and to parents for improving student's attendance.	

3-13	Teachers will monitor attendance in their classrooms and post it by the door to raise awareness of daily absences.	Principal/TSA and Attendance Team will create monthly attendance celebration bulletin boards and award prizes to students who have improved their attendance or have had perfect attendance at monthly attendance assemblies. Attendance Team will coordinate with PBIS and Operations team to co-host monthly culture/attendance celebration assemblies in cafeteria.	
3-14	Teachers will refer students to COST and SST to manage and support behavior and academic growth. MTSS will implement SST and COST plans to better support students with disabilities, foster youth, newcomers, ELL students, African American students and other students of color, and economically disadvantaged/low-income students.	Principal and ITL/TSA will attend weekly COST and SST meetings, providing feedback and support with developing ideas with MTSS team. ITL/TSA will schedule and follow up with SST meetings with parents and teachers. SENECA will schedule and follow up with COST meetings.	Reduction in URFs
3-15	Teachers will participate in Check-In Check-Out to manage Tier 2 student behaviors. SENECA will monitor student progress with CICO.	Principal, ITL, and SENECA will train staff in CICO and provide ongoing support and monitor student behavior progress.	Reduction in URFs
3-16	Teachers will refer students to counseling with SENECA.	SENECA staff will provide individual and small group counseling for students.	Reduction in URFs

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Reclassification	15% of English Language Learners will reclassify by June 2019			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
English Learner Reclassification	All Students	7.0%	10.0%	13.0%	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	ELL Progress Monitoring for focal students, RFEP rates, 16-17 Baseline 7%, 13% 17-18 Target, 18-19 15% Target				
Theory of Action for English Language Learners Priority:	If we provide daily English Language Development focusing on increasing Academic Conversation across all curriculum throughout the day to all students in addition to 30 minutes designated ELD instruction for our English Language Learners, then our ELs will demonstrate growth as seen in our Reclassification Rates and ELPAC results.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will provide 30 minutes daily (designated) ELD based on ELD standards, using provided ELD curriculum.	Principal and ILT/TSA will provide ELD PD focusing on Academic Conversation and teaching Designated ELD. Principal and ITL will will design ELD walkthrough templates.	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI SBAC and F&P - including Walkthrough data.
4-2	Teachers will use ELD, Frontloading and GLAD strategies throughout the day across content (Integrated ELD) with a focus on Academic Language.	Principal and ILT/TSA will provide ELD PD focusing on Academic Conversation, Frontloading, GLAD strategies, and teaching Designated ELD. Principal and ITL will will design ELD walkthrough templates.	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC
4-3	Newcomer students will be pulled out by Academic Mentors for support in core subjects	Principal and ILT/TSA will train, support, schedule support staff for ELD support in core subjects	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC
4-4	ELD students will be pulled out for GUIDED Reading groups with the Stip subs.	Principal and ILT/TSA will train, support, schedule support staff for ELD support	SRI and F&P scores of ELD students will improve.
4-5	Teachers will focus on ELL's speaking and listening levels to develop students' speaking and listening skills through Academic Discussion	PD Cycles will focus on ELLS to develop teachers' skills at teaching Academic Discussion and student listening and speaking skills.	There will be an increase in opportunities for students to talk. Opportunities to talk will be monitored by walkthrough documents.
4-6	Teachers will use students with disabilities' IEPs to inform instruction and support these students. Students with disabilities will be given extended time for tasks and additional pullouts by Resource teacher.	Principal will support RSP teacher with supporting ELL students with IEPs.	RSP IEP records for students who are English Language Learners.
4-7	Teachers will use small group instruction to support English Language Learners who are foster youth during ELD and Math.	Principal and ILT/TSA will train, support, schedule support staff for ELD support in core subjects	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC
4-8	Teachers will use small group instruction to support English Language Learners who are economically disadvantaged or low-income during ELD and Math.	Principal and ILT/TSA will train, support, schedule support staff for ELD support in core subjects	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC
4-9	Teachers will use Imagine Learning to support their ELL students during ELD instruction.	Principal and ITL/TSA will train, support, and schedule support staff for ELD support in core subject.	Reclassification rates wil improve and EL students will show improvemnt on ELPAC, SRI and F&P and SBAC

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 136

School: Horace Mann Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contracts	Literacy	A1.6 After School Programs	5825				136-1
\$5,000.00	General Purpose Discretionary	Books	Literacy	A2.3 Standards-Aligned Learning Materials	4200				136-2
\$12,000.00	General Purpose Discretionary	Supplies	Mathematics	A2.3 Standards-Aligned Learning Materials	4310				136-3
\$7,323.65	General Purpose Discretionary	Surplus- set aside .25 for Attendance	PBIS	A5.1 School Culture & Climate (Safe & Supportive Schools)	4399				136-4
\$10,000.00	General Purpose Discretionary	Copier	Literacy	A2.3 Standards-Aligned Learning Materials	5610				136-5
\$3,000.00	General Purpose Discretionary	Field trips- buses	PBIS	A2.2 Social Emotional Learning	5826				136-6
\$6,963.25	General Purpose Discretionary	Licenses	Mathematics	A2.1 Implementation of the CCSS & NGSS	5846				136-7
\$500.00	General Purpose Discretionary	Postage	PBIS	A5.3 School Facilities	5910				136-8
\$13,488.10	General Purpose Discretionary	Attendance specialist	PBIS	A2.2 Social Emotional Learning	2205	SPECIALIST, ATTENDANCE	SPECAT0015	0.25	136-9
\$531.18	LCFF Concentration	Books	Literacy	A2.3 Standards-Aligned Learning Materials	4200				136-10
\$24,468.81	LCFF Concentration	ITL - to coach teachers and support PD	Literacy	A3.2 Reading Intervention	1119	11 MONTH CLASSROOM TSA	C11TSA9999	0.23	136-11
\$9,906.96	LCFF Supplemental	Stipends - Extended time for PD for teachers to improve their teaching practices	Literacy	A2.10 Extended Time for Teachers	1120				136-12

\$4,000.00	LCFF Supplemental	Books - purchase leveled books for all classes	Literacy	A2.3 Standards-Aligned Learning Materials	4200				136-13
\$22,653.94	LCFF Supplemental	Contracts Set-aside for TSA	Mathematics	A2.1 Implementation of the CCSS & NGSS	5825				136-14
\$31,000.00	LCFF Supplemental	Consultant- HEROS - to support SEL standards providing student support on recesses.	PBIS	A4.1 English Learner Reclassification	5825				136-15
\$2,530.36	LCFF Supplemental	Licenses - Imagine Learning and Raz Kids	Reclassification	A5.2 Health and Wellness (Mental & Physical Health)	5846				136-16
\$45,286.41	LCFF Supplemental	STIP- to cover classes for teachers when absent, and to work with small groups of newcomer students to improve reading skills	Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP0445	1.00	136-17
\$47,763.54	LCFF Supplemental	STIP - to cover classes for teachers when absent and to meet with small groups of low performing students for reading support.	Literacy	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0670	1.00	136-18
\$81,917.34	LCFF Supplemental	ITL - to coach teachers and support PD	Literacy	A3.2 Reading Intervention	1119	11 MONTH CLASSROOM TSA	C11TSA9999	0.77	136-19
\$32,197.62	Title I: Basic	Academic Mentors	Literacy	A3.1 Blended Learning	2928				136-20
\$14,484.10	Title I: Basic	Licenses - ST Math, Imagine Learning, and Raz Kids, Newsella,	Mathematics	A2.9 Targeted School Improvement Support	5846				136-21
\$33,001.78	Title I: Basic	EEIP Teacher - to provide coverage for teachers for prep. an hour of week of computer prep for all students, and coverage for PLC	Literacy	A3.2 Reading Intervention	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0046	0.30	136-22
\$1,959.75	Title I: Parent Participation	Surplus -	Literacy	A3.3 Family Engagement focused on Literacy Development	4399				136-23

Title I School Parental Involvement Policy 2017-18

Involvement of Parents in the Title I Program

Horace Mann agrees to implement the following statutory requirements:

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

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

Building Parent Capacity for Involvement

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

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

School-Parent Compact

Horace Mann Elementary School has jointly developed with and distributed to parents of Title 1 students to a School-Parent Compact that outline 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 Common Standards.

Accessibility

Provide opportunities for all Title 1 parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

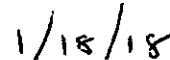
Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1 as evidenced by SSC meetings.

This policy was adopted by the Horace Mann Elementary School Site Council on January 18, 2018 and will be in effect through June 2018. The school will distribute this policy to all parents on or before January 30, 2018. The Horace Mann Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



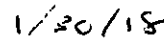
Principal's Signature



Date 1/18/18



Regina Bell



Date 1/30/18

Horace Mann

Elementary School Compact

School Name

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.



2017-2018

School Site Council Membership Roster – Elementary

School Name: Horace Mann

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Patricia Sheehan (Clara Roberts Acting SL as of 10/5/17)	X			
Sandra Andrade			X	
Regina Bellow				X
Alma Delucchi				X
Emily Walsh		X		
Chansell Evans-Green		X		
Dale Turner		X		
Griselda Arceo				X
Juliana Pablo				X
Vonetta Mitchell				X

Meeting Schedule (day/month/time)	3rd Thursday every month @ 3:00 pm - 4:30 pm
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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