

The Single Plan for Student Achievement

School: Horace Mann School
CDS Code: 19-64311-6011779
District: Beverly Hills Unified School District
Principal: Juliet Fine
Revision Date: October 20, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the 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 Person: Juliet Fine
Position: Principal
Phone Number: (310) 551-5104
Address: 8701 Charleville Blvd.
Beverly Hills, CA 90211
E-mail Address: jfine@bhusd.org

The District Governing Board approved this revision of the SPSA on 11/14/2017.

Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	9
School and Student Performance Data	10
CAASPP Results (All Students)	10
CELDT (Annual Assessment) Results	14
CELDT (All Assessment) Results	15
Planned Improvements in Student Performance	16
School Goal #1	16
School Goal #2	29
School Goal #3	35
School Goal #4	39
School Goal #5	40
School Goal #6	41
Centralized Services for Planned Improvements in Student Performance	42
Centralized Service Goal #1	42
Centralized Service Goal #2	43
Centralized Service Goal #3	44
Centralized Service Goal #4	45
Centralized Service Goal #5	46
Summary of Expenditures in this Plan	47
Total Expenditures by Object Type and Funding Source	47
Total Expenditures by Funding Source	48
Total Expenditures by Object Type	49
Total Expenditures by Goal	50
School Site Council Membership	51
Recommendations and Assurances	52

School Vision and Mission

Horace Mann School's Vision and Mission Statements

Our mission at Horace Mann School is to empower students to become independent, self-motivated learners who function productively in society and who are prepared to continue on into higher education.

Horace Mann School's vision is for teachers, administrators, school staff and parents to work together with students to accomplish the school's mission by

- creating and delivering a high-level, enriched, standards-based educational program;
- establishing an inspiring, safe, nurturing environment in which students feel intellectually, physically, and emotionally safe;
- providing opportunities for children to progress and gain competency in all areas of learning: intellectual, physical, emotional and social;
- modeling positive character traits, including respect, responsibility, integrity, caring, and citizenship;
- helping students to develop positive self-concepts and self-images; and
- helping to create opportunities for community involvement and interaction

Horace Mann School's goals are:

- To provide appropriate, efficient and successful intervention for students scoring at a basic level in any strand of English-language arts or math so that they can become proficient.
- To provide appropriately differentiated instruction to meet the needs of all students by increasing teachers' knowledge and utilization of a variety of strategies and structures.
- To increase and promote citizenship and work habits among students, working to build a student culture of respect, responsibility, kindness, tolerance, and school pride.
- To develop 21st Century Learners who are ready for college/career opportunities.

The Horace Mann staff is committed to creating a school culture of mutual respect and collaboration where all adults and children are supported to explore, grow, and learn in order to maintain a positive shared environment. The culture will encourage everyone to think in new ways and to work continually toward achieving student success. Horace Mann strives to be a place where students' learning reflects academic, social, and emotional growth. Students will value diversity, and this will be evident through positive and respectful interactions. The staff climate is one that is based on professionalism, respect, effective communication, and collaboration. Horace Mann strives to be a learning environment in which all resources, instructional and physical, are well maintained and readily available to support student learning. The school will maintain an inclusive environment and will make every effort to create both physical and emotional safety for all students, employees, and community members

The school has identified achievement and interpersonal goals. Within each goal, action plans and progress indicators have been identified. Goals, plans, and progress are monitored on an ongoing basis by the school's Instructional Leadership Team.

Throughout this plan, a number of acronyms are used; a listing of these terms follows below:

EL/ELL - English Learner/English Language Learner

ILT - Instructional Leadership Team

PTA - Parent Teacher Association

SI - School Improvement

SSC- School Site Council

SST - Student Study Team

TOSA - Teacher on Special Assignment

School Profile

Horace Mann School was opened in the fall of 1929 as one of four schools dedicated to serving the students of Beverly Hills for grades kindergarten through eight. It has a long tradition of academic excellence, with consistently high achievement levels. Moreover, Horace Mann students understand that their success is measured through their character and leadership as much as it is by their grades and test scores. The school has a strong commitment to the success of all students, and these characteristics are

clearly demonstrated by the many dedicated individuals who make up the Horace Mann family. The staff is highly skilled and knowledgeable, parents are extremely supportive, and students are motivated and talented. The school is committed to working collaboratively with the entire team to ensure that we meet the needs of all students. The Horace Mann Parent Teacher Association (PTA) and the Horace Mann School Site Council are essential components in these efforts, and any citizen of the community is welcome to participate in their work.

The Horace Mann School community is enriched by its diversity. 558 students, 249 females and 309 males come from 27 countries and speak 23 languages, with 7% of the student population in the process of learning English as a second language. The student population includes a significant number of students who indicate a home language of Farsi (9%), Hebrew (7%), Spanish (6%), or Korean (5%). The ethnic breakdown of the student population is as follows:

White 62%
Asian/Pacific Islander 14%
Hispanic/Latino 11%
Black/African American 4%
Filipino 2%
Multi-Ethnic (Non-Hispanic) 8%

In order to provide a well-rounded curriculum, K-5 students receive enrichment in art, music, physical education and technology, in addition to traditional coursework. The middle school (grades 6-8) is a “school within a school,” as students receive instruction in a homeroom and in individual subject areas. Middle school students choose from a variety of elective classes to supplement core instruction, including world language classes in either French or Spanish.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The school has implemented a survey for parents and students that is used throughout the district based on safety and connectedness. Overall, on last year's survey, 80% of respondents positively indicated that they feel safe at Horace Mann and 77% of respondents indicated that they feel they are a part of Horace Mann.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

School administrators visit classrooms multiple times a week for both formal and informal observations. The Superintendent and Assistant Superintendent of Education Services also visit classrooms throughout the year. Classroom observations indicate that teachers are utilizing various instructional strategies throughout the school. Observations also indicate that more technology could be utilized to assist in differentiating instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special

consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Each fall, teacher teams at Horace Mann School analyze California Assessment of Student Performance and Progress (CAASPP) data to determine programmatic strengths and area that will be addressed for the coming year. In addition, teachers identify students who may be at risk or may be advanced which will have programmatic implications. Teachers also use local benchmark assessment data to plan instruction where re-teaching or acceleration needs to occur for individual students or the class as a whole. Teachers participate in collaborative assessment conferences with grade level/department colleagues to look at student learning and areas of need to determine the next instructional steps, necessary student supports, or teacher learning needs that will enhance student learning and performance. Common assessments in the form of benchmark assessments in grades K-5 and mid-terms and final exams in grades 6-8 are created by teachers and aligned with the state standards. Grade level and classroom formative assessments inform the standards based report card in grades K-5 so teachers have an accurate measure of students' mastery of the state standards. Teachers collaborate to share effective strategies and tools at professional learning communities and grade level team meetings.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Elementary benchmarks, and middle school progress reports are used to monitor student progress along with formative and summative assessments. Additionally, STAR Reading/Math Tests, Accelerated Reader, and Lexia are other forms of measurements utilized by the staff.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Staff are highly qualified according to monitoring from Human Resources

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The Assistant Superintendent of Student Services, the Assistant Superintendent of Education Services, and the Executive Director of Human Resources monitors teacher assignments and professional development to ensure compliance.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Each year documentation from CAASPP regarding student achievement is reviewed by district and site staff to determine areas of success and areas of need in the instructional program. In addition, local assessments including common midterm and final exams and benchmark assessment are archived on Jupiter Grades, a data warehouse, which provides timely benchmarked information regarding the progress of student learning. Based on the analysis of this assessment data, teachers and administrators explore possible new program options, professional development needs, and instructional material adjustments. All data are reviewed during School Site Council meetings, various Advisory Committee meetings, PTA meetings, staff meetings and Board of Education meetings to ensure that all partners in the learning community have had the opportunity to review, understand, and make recommendations based on data for possible program improvements.

Each year administrators and certificated personnel complete a staff survey to identify self-identified areas of professional development needs to ensure that they are fully prepared to meet the challenge of providing a rigorous, successful instructional program to all students within the district. This information, along with the review of local and state standardized testing results are considered when planning professional development for administrators, certificated and classified personnel.

Parents in the district are provided access to on-going learning through an adult education program. The adult education program includes learning about the needs of special needs students, English learners, and gifted and talented students. The adult education program helps parents learn how to better participate in the education of their children.

The District has made a concerted effort to ensure that staff members have access to the most recent research based professional development that meets the needs of the instructional staff. Teachers are provided time during the day to collaborate through the use of alternative scheduling and release time. Faculty meetings are planned as professional development experiences and collaborative team working blocks.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher leaders, including a literacy consultant, a technology TOSA, and grade level/subject area specialists are available at each level.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level collaboration occurs every Wednesday and on district professional development days.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

In compliance with California Department of Education requirements, all adopted textbooks and curricular materials are aligned with the California State Standards and Common Core Standards. Teachers work individually and in collaborative groups with district and site support to ensure consistency and continual improvement in their delivery of standards based instruction. Teachers work with grade level/department colleagues to look at evidence of student learning to determine the next instructional steps, student supports, or teacher professional development needs. Common assessments, in the form of school benchmark tests in grades K-5 and mid-terms and finals in grades 6-8 have been created by teachers and are aligned with the state standards. Teachers are continuing to refine common assessments and create assessments where none previously existed. Teachers in grades K-8 are also utilizing formative assessment practices to inform instructional practices. For grades K-5, a Standards Based Report Card was initiated in 2004-05 as a result of the work of district teachers and administrators. Parents understand that their children are evaluated on their progress toward mastery of the grade level standards. Through this reporting tool, K-5 students and parents receive more accurate information about the child's progress toward meeting state standards as well as areas of needed improvement.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are adhered to for all classes and teachers.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Staffing and materials are provided to support Title I and English Learner intervention courses and various instructional programs have been developed within the master schedule.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have equal access to state adopted standards based instructional materials, including English Learners (EL) and students with special needs. Instructional materials are accessible to students on-line as well as in actual textbooks. Supplemental materials are used when appropriate to support students in reaching mastery of standards. In K-5, a benchmark assessment system is in place to assess students' progress toward meeting standards. In addition, all teachers K-8 use formative assessments on an on-going basis to assess students' progress toward standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

We actively use and embrace best practice material into our classrooms.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

An important goal at Horace Mann is to ensure academic success for each child. The programs we employ provide opportunities for special-needs students to receive instruction in the same content standards as other students. Special-needs students in the regular classroom are served by a variety of programs including: specialized academic instruction, instructional assistant support, and English Language Learner programs. In addition, middle school students are placed in Study Skills, as well as the co-teaching model in the areas of English Language Arts and Mathematics. Teachers have received training on the principles of differentiated instruction for use in their classrooms. The library is open daily during lunch periods and after school; once a week the library offers extended hours, remaining open until 6:00 p.m. for students to receive additional help and support on homework.

The Student Study Team (SST) meets as needed to provide direction to support students who are having social or learning difficulties in the classroom. The team consists of an administrator, the school counselor, the general education teacher, and the parent. It may also include specialists in reading, math, speech, or special education. The SST may suggest accommodations and modifications to the regular classroom program and/or recommendations for further intervention. Members of the SST communicate with faculty and family members regularly to develop a program which best supports each student in regular classrooms.

14. Research-based educational practices to raise student achievement

District goals reflect a practice of setting SMART goals (Doran, 1981). That is, goals should be Strategic, Measurable, Attainable, Results-driven, and Time-bound (SMART). District and Single Plan goals reflect these criteria, along with our district's pursuit of educational programs that prepare students to pursue four-year college and specialty school programs.

SMART Goals are supported by the district's focus on research-based practices, including John Hattie's meta-analyses (Hattie, 2008; Hattie & Yates, 2014) of instructional practices that yield improved achievement. Curriculum in core subject areas are aligned with state standards, including recent textbook adoptions in English Language Arts and Mathematics. Goals focus on articulated reading writing, speaking and listening skills that students will need for college and career. Mathematics standards include applied mathematics with an emphasis on performance based assessments, and again, are spiraled to ensure college and career readiness (Rust, 2012).

The District's focus on the Arts and Science, Technology, Engineering and Mathematics is reflected in a STEM and Arts elective programs, which are now articulated in grades K-12, including media arts, performing arts, computer science and the Medical Science Academy at Beverly Hills High School. National PISA rankings, along with research conducted by the National Science Board, indicate static performance from American schools in preparing students with the science and mathematics skills that will ensure a globally competitive workforce (NSB, 2007; OECD's PISA Rankings, 2009); STEM and Arts programs address this gap by preparing students for a 21st century global economy.

College readiness SMART goals at the middle and high school are supported by the research of Balfanz (2009), as well as Roderick, Nagaoka, and Coca (2009). Goals are focused and designed to ensure college and career readiness, starting at the middle school level.

In summary, the use of measurable goals ensures a consistent focus on improving student achievement. Research-based practices (see Marzano, 2003) have evolved to become a standard in the Beverly Hills Unified School District.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In addition to the programs described above, students experiencing low performance have a number of resources available to them. These include private tutoring; extended school library hours; tutoring once per week offered by the Beverly Hills Academic After School Tutoring Program; in class Community Circle offered by the Maple Counseling Center; private and group counseling provided by the school counselor, in addition to the Maple Counseling Center; STAR Enrichment Program after school classes; Parks and Recreation Department after school care and education/enrichment program; playground supervision; and a wide variety of community based activities including Boy and Girl Scouts, religious school, and the public library.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site Instructional Leadership Team and School Site Council evaluate programs and initiatives related to school goals. Members of all aspects of our community are represented in these groups to assist in the planning, implementation, and evaluation of all programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All state categorical funds have been designated as flexible funds and have been rolled into the general fund. Title II funds continue to be available to provide professional development for teachers to help them better meet the needs of underperforming students. Horace Mann School continues to receive federal categorical funds through the Title I targeted assistance program.

Underperforming students are served through a variety of programs. Title I funds are utilized to support a push-in/pull-out support model. During the regular school day, Title I students in grades K through 8 are supported by two and a half teachers. The Title I teachers may push into the general education setting, co-teach with general education teachers, and/or provide additional support to designated Title I students. The Title I teacher may also pull students out of non-core instructional time to provide supplementary instruction. Middle school students are also supported through general fund provided elective course in study skills.

Middle school English learners are serviced by a part-time EL teacher.

18. Fiscal support (EPC)

As per funds being available, instructional programs are supported financially by the District and PTA funding.

Description of Barriers and Related School Goals

Barrier: Elementary Education teachers are in need of updated Social Studies, Science (NGSS) curriculum and an updated Math curriculum. Teachers currently use Pearson and supplement the Pearson with supported online materials.

Barrier: Because Phase 4 of construction is underway, our physical space is limited this year and teachers are sharing space as they can.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	53	54	57	52	53	57	52	53	96.6	98.1	98.1
Grade 4	56	56	67	53	53	65	53	53	65	94.6	94.6	97
Grade 5	58	54	54	53	50	53	53	50	53	91.4	92.6	98.1
Grade 6	56	57	53	56	55	53	56	55	52	100.0	96.5	100
Grade 7	54	57	60	52	56	60	50	56	60	96.3	98.2	100
Grade 8	86	52	59	83	51	59	83	51	59	96.5	94.4	100
All Grades	369	329	347	354	317	343	352	317	342	95.9	95.8	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2439.6	2461.0	2446.5	19	31	32.08	39	44	22.64	25	15	28.30	18	10	16.98
Grade 4	2496.8	2484.7	2517.7	36	32	41.54	25	28	32.31	25	17	13.85	15	23	12.31
Grade 5	2551.8	2529.3	2522.7	34	40	30.19	40	20	33.96	13	22	13.21	13	18	22.64
Grade 6	2543.6	2588.4	2568.7	23	42	36.54	29	33	26.92	32	18	25.00	16	7	11.54
Grade 7	2624.1	2589.2	2615.9	38	27	41.67	37	46	35.00	19	14	11.67	2	13	11.67
Grade 8	2620.0	2650.9	2605.7	28	43	32.20	49	41	33.90	14	14	18.64	8	2	15.25
All Grades	N/A	N/A	N/A	29	36	35.96	37	36	30.99	21	17	18.13	12	12	14.91

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	33	35.85	46	54	39.62	28	13	24.53
Grade 4	30	30	46.15	49	40	35.38	21	30	18.46
Grade 5	51	32	24.53	36	38	50.94	13	30	24.53
Grade 6	23	36	34.62	52	47	44.23	25	16	21.15
Grade 7	34	25	45.00	62	57	41.67	4	18	13.33
Grade 8	49	47	47.46	39	47	30.51	12	6	22.03
All Grades	37	34	39.47	46	47	40.06	17	19	20.47

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	46	28.30	56	40	54.72	21	13	16.98
Grade 4	32	43	53.85	51	38	36.92	17	19	9.23
Grade 5	42	42	45.28	45	38	37.74	13	20	16.98
Grade 6	34	53	42.31	45	35	40.38	21	13	17.31
Grade 7	62	45	60.00	28	45	30.00	10	11	10.00
Grade 8	43	55	42.37	48	37	44.07	8	8	13.56
All Grades	39	47	45.91	46	39	40.35	15	14	13.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	35	26.42	72	63	62.26	12	2	11.32
Grade 4	30	9	35.38	58	81	50.77	11	9	13.85
Grade 5	32	24	20.75	55	62	66.04	13	14	13.21
Grade 6	20	38	25.00	66	58	59.62	14	4	15.38
Grade 7	30	27	25.00	64	64	60.00	6	9	15.00
Grade 8	29	29	28.81	61	69	61.02	10	2	10.17
All Grades	26	27	27.19	63	66	59.65	11	7	13.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	29	22.64	60	65	58.49	14	6	18.87
Grade 4	36	23	44.62	51	58	43.08	13	19	12.31
Grade 5	43	52	35.85	47	38	47.17	9	10	16.98
Grade 6	29	44	42.31	55	51	48.08	16	5	9.62
Grade 7	58	36	60.00	36	52	35.00	6	13	5.00
Grade 8	40	47	50.85	57	49	30.51	4	4	18.64
All Grades	38	38	43.27	52	52	43.27	10	9	13.45

Conclusions based on this data:

1. Based on this data, we need to focus on explicitly teaching our Common Core Literacy Standards in Speaking and Listening, teaching students listening comprehension and analysis and demonstrating effective communication skills, especially in upper elementary classes.
2. Based on this data, we will continue to focus on reading and demonstrating comprehension and analysis of literary and non-fictional texts.
3. Based on this data, we will increase our writing and analysis across the curriculum to support instructional improvement in literacy overall.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	53	54	58	52	54	58	52	54	98.3	98.1	100
Grade 4	56	56	67	53	55	67	53	55	67	94.6	98.2	100
Grade 5	58	54	54	53	51	54	53	51	54	91.4	94.4	100
Grade 6	56	57	53	56	57	52	56	57	52	100.0	100	98.1
Grade 7	54	57	60	52	55	60	51	55	60	96.3	96.5	100
Grade 8	86	52	59	83	51	59	83	51	59	96.5	94.4	100
All Grades	369	329	347	355	321	346	354	321	346	96.2	97	99.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2454.7	2473.4	2472.4	29	37	29.63	29	37	40.74	28	15	16.67	14	12	12.96
Grade 4	2519.5	2490.1	2516.8	36	24	37.31	30	31	26.87	28	27	23.88	6	18	11.94
Grade 5	2548.4	2530.9	2515.7	36	27	22.22	26	22	27.78	19	33	22.22	19	18	27.78
Grade 6	2543.7	2574.9	2570.7	27	32	36.54	20	32	23.08	34	23	25.00	20	14	15.38
Grade 7	2638.4	2585.4	2606.2	56	29	40.00	17	29	30.00	17	25	20.00	8	16	10.00
Grade 8	2640.3	2658.0	2597.9	53	59	38.98	20	14	13.56	13	18	20.34	13	10	27.12
All Grades	N/A	N/A	N/A	40	34	34.39	24	27	26.88	23	24	21.39	13	15	17.34

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	54	55.56	29	29	29.63	28	17	14.81
Grade 4	47	40	49.25	36	27	29.85	17	33	20.90
Grade 5	47	33	24.07	25	35	38.89	28	31	37.04
Grade 6	27	39	42.31	39	35	32.69	34	26	25.00
Grade 7	61	40	55.00	27	38	33.33	12	22	11.67
Grade 8	60	59	38.98	23	22	27.12	17	20	33.90
All Grades	48	44	44.51	29	31	31.79	22	25	23.70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	34	52	40.74	43	29	48.15	22	19	11.11
Grade 4	36	22	35.82	47	55	50.75	17	24	13.43
Grade 5	32	27	29.63	43	43	48.15	25	29	22.22
Grade 6	29	35	42.31	45	47	32.69	27	18	25.00
Grade 7	63	45	35.00	33	35	51.67	4	20	13.33
Grade 8	54	65	44.07	39	27	28.81	7	8	27.12
All Grades	42	41	37.86	42	40	43.64	16	20	18.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	50	40.74	53	44	44.44	17	6	14.81
Grade 4	51	29	43.28	36	47	43.28	13	24	13.43
Grade 5	34	27	22.22	49	49	46.30	17	24	31.48
Grade 6	30	35	38.46	45	54	44.23	25	11	17.31
Grade 7	57	31	40.00	41	55	48.33	2	15	11.67
Grade 8	54	57	44.07	34	35	25.42	12	8	30.51
All Grades	43	38	38.44	42	48	41.91	14	14	19.65

Conclusions based on this data:

1. Based on this data, we will teach the Common Core Mathematical standards and employ instructional practices in mathematics with a focus on constructed responses and writing in mathematics.
2. Based on this data, we will increase our instructional practices around applying mathematical concepts and procedures.
3. Based on this data, we will focus on improving instructional practices and strategies that support student comprehension of the California Common Core Math Standards in all math classes for upper elementary grades.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						75						25			
1	33			22	67	75	33	22		11	11	25			
2				20	14		20	43	25	40	14	50	20	29	25
3		33		***		43	***	50	43		17	14			
4	***	***			***	***	***	***	***						
5		60		***			***	20	***		20	***			
6				50		40	50	***	60						
7					***	***									
8				***	***										
Total	15	18		30	30	50	41	33	28	11	12	19	4	6	3

Conclusions based on this data:

1. Fifty percent of English Learners who took the annual CELDT scored Early Advanced.
2. No students scored Advanced on the CELDT exam; therefore, no students qualify to gain reclassification status as an English Learner. They will need to demonstrate growth in their English language proficiency.
3. Forty percent of all students scored Intermediate and Early Intermediate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	53	17		7	22		7	28		7	11		27	22	
1	30	7		25	43		25	14		5	14		15	21	
2				20	8		10	42		30	17		40	33	
3	27	33		18			36	50			17		18		
4	17	33		17	11		25	11		8			33	44	
5	13	43		63			13	14			43		13		
6				50	25		50	25			25			25	
7	***			***	***		***	***							
8	***			***	***										
Total	26	16		25	23		21	25		7	15		21	21	

Conclusions based on this data:

1. Continue to provide professional development to teachers on best practices to support language acquisition for English Learners.
2. Continue to monitor students' progress and work with classroom teachers to ensure English Learner students are supported in their acquisition of the English language.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LEA GOAL:
1. Academic Goal: Increase California Assessment of Student Performance and Progress (CAASPP) scores of students meeting/ exceeding standards by a minimum of 5% annually with the overall goal of reaching/maintaining 80% of students meeting or exceeding standards in both ELA and Math subtests. (This is our long range goal as we utilize PD to interpret data, analyze the curriculum we are delivering, and re-structure our Intervention program delivery)
SCHOOL GOAL #1:
ELA CAASPP: * All: From 77% to 79% * EL: From 28% to 31% * SWD: From 36% to 39% Math CAASPP\ * All: From 61% to 64% * EL: From 39% to 41% SWD: From 19% to 21% ELA Benchmark: From 80% to 83% Math Benchmark: From 76% to 79% Science Benchmark:maintain or exceed 94% Social Studies Benchmark: New: Baseline to be established Grade 3 Reading Goal: From 67% to 70% (STAR Renaissance May) Title I: From 0% in August to 25% in May (STAR Renaissance May)
Data Used to Form this Goal:
CAASPP Results Benchmark results STAR Renaissance assessment results

Findings from the Analysis of this Data:

1. Math is an area of concern in all areas, K-8, including subgroups.
2. Reading by the end of grade 3 continues to be an area of focus.
3. Continuing to support academic achievement will be a focus for special education students and EL students.

How the School will Evaluate the Progress of this Goal:

1. Assessment data results: Progress Monitoring of 5 assessment windows. Trimester and Semester benchmarks. CAASPP results.
2. Classroom observations of the instructional program.
3. ILT, SSC and Intervention specialist meetings (including Title I specialists) to analyze performance results and refine best practice instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Title 1 Support Plan 2017-2018 Title I support will be provided for students in K-8 through a variety of models of service.</p> <p>Students in K-1 will be supported by four Title I instructional aides</p> <p>An additional teacher provides ELA intervention to students in kindergarten through second grade.</p> <p>PTA purchased Lexia licenses for all students in kindergarten and first grade.</p> <p>Students in 2nd-5th grade will be supported with both push in and pull out service models focusing on specific skills in need of remediation based on STAR 360 results and teacher feedback. Support is provided by certificated Title I teachers.</p> <p>Middle school students are offered an elective classes through Title I and intervention classes.</p> <p>The majority of K-5 teachers attended GLAD (Guided Language Academic Design) training during the summer of 2017 and materials are purchased this year assist them with GLAD implementation.</p> <p>Title I Coordinator monitors student progress and supports Title I teachers in delivery of remediation support. Additionally, the Coordinator works with the administration and staff to</p>	August 2017-May 2018	Teachers and Administration	Title I ELA Supplies	4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	1,200.00
			Title I Teachers- ELA	1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	123,000.00
			Instructional aides for primary grades	2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	35,828.00
			Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Targeted Assistance Program	1300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development Staff will participate in ongoing professional development around differentiation, rigor, assessment, lesson design, technology integration, writing across the curriculum, and Common Core standards integration as it relates to literacy and ELA.</p> <p>Professional Learning Communities (PLCs) will continue to facilitate collaboration and work to incorporate 21st century skills into standards based classrooms.</p> <p>Staff-wide STAR Renaissance training to understand data, set goals and manage groupings. (Paid through Title I funding- see above)</p>	August 2017-May 2018	Teachers and Administration	EL Coordinator	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4040.00
			EL PD Coordinator	1000-1999: Certificated Personnel Salaries	Title III	750.00
			EL PD Materials - Scaffolding Tool	4000-4999: Books And Supplies	Title III	436
			EL PD LACOE Contract	5800: Professional/Consulting Services And Operating Expenditures	Title III	2061.60
<p>Guided-Independent Leveled Reading The Accelerated Reader program has been purchased for students in Graders 2nd-5th to support ongoing reading/literacy development for students.</p> <p>This program will be utilized by homeroom teachers as well as EL teachers to encourage reading comprehension and development.</p>	August 2017-May 2018	Teachers	AR Licenses	4000-4999: Books And Supplies		
Time will be set aside for Cross-Curricular Planning in the Area of Writing for teams to ensure professional development is integrated into lessons.	August 2017-May 2018	Teachers and Administration	Professional Development	5000-5999: Services And Other Operating Expenditures		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Engagement Professional Development for parents around supporting literacy at home as well as understanding what programs and services are offered at school will be provided.	August 2017-May 2018	Teachers and Parents	ELAC DELAC Parent Engagement (carry-over)	5800: Professional/Consulting Services And Operating Expenditures	Title III Immigrant Education Program	381.20
Students identified for the Gifted and Talented program will have the opportunity to attend before and after school enrichment classes, accelerated curricular opportunities in their grade level classrooms and other opportunities and they are offered the the district GATE program.	August 2017-May 2018	Teachers and district staff				
The PTA will provide a typing class after school for students in grades 3rd-8th to assist in developing motor skills related to typing and technology usage.	Spring 2018	Teachers and Parents	Typing Classes for Students after school	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	2800.00
Student Support and Materials	2017-2018	Teachers	EL Instructional Materials - Additional Glossaries, Dictionaries, Thesauri (carry over)	4000-4999: Books And Supplies	Title III Immigrant Education Program	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Title 1 Support Plan 2017-2018 Title I and Intervention support will be provided for students in K-8 through a variety of models of service.</p> <p>Students in K-1 will be supported by four Title I instructional aides.</p> <p>Students in Kindergarten through fifth grade will be supported with both push in and pull out service models focusing on specific skills in need of remediation based on STAR 360 results and teacher feedback. This support is provided by a certificated Title I teacher.</p> <p>Students in 6th-8th grade in need of math remediation will be enrolled in a math intervention class offered as an elective during the day.</p> <p>Title I math Curriculum, Do the Math, was purchased last year in addition to Math Facts in a Flash, a computer based support, for students to use during their Title I class.</p> <p>Title I Coordinator monitors student progress and supports Title I teachers in delivery of remediation support. Additionally, the Coordinator works with the administration and staff to ensure that professional development around programs ongoing and that data is utilized to drive instructional practices.</p> <p>Students in all grade levels will be</p>	August 2017-May 2018	Teachers and Administration	<p>Title I math supplies</p> <p>Title I math teacher</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Targeted Assistance Program</p> <p>Title I Part A: Targeted Assistance Program</p>	<p>901.00</p> <p>65,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development Professional Development for parents around supporting standards of mathematical practice at home as well as understanding what program and services are offered at school will be provided.	August 2017-May 2018	Staff and Parents				
<p>Staff will participate in ongoing professional development around differentiation, rigor, assessment, lesson design, technology integration, writing across the curriculum, and Common Core standards integration as it relates to mathematics and the Standards for Mathematical Practice.</p> <p>Professional Learning Communities (PLCs) will continue to facilitate collaboration and work to incorporate 21st century skills into standards based classrooms.</p> <p>Staff-wide STAR Renaissance training to understand data, set goals and manage groupings. (\$3000 paid through Title I funding- see above)</p>	August 2017-May 2018	Teachers	Professional Development	1000-1999: Certificated Personnel Salaries		
Middle School students will have the opportunity to participate in the Math Counts program competition. The coordinator will facilitate students' understand of mathematical concepts and prepare them for competition deepening their overall understanding of mathematical standards.	August 2017- May 2018	Teachers	Math Counts Coordinator	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PTA has provided a Chess Club with works to promote critical thinking and fosters positive relationships among students. This club works to develop skills that directly relate to the Standards of Mathematical Practice.	October 2017-May 2018	Chess Club Teacher	Chess Club Program	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	4600.00
<p>ELA and Math Support Plan: Intervention Specialists hired to work with students at Level 2 in ELA and Math for intervention. 1 ELA K-5 specialist, 1 K-5 Math specialist, plus 1/5 of time in ELA and Math for 6-8 grades.</p> <p>Tutoring before and after school will also be provided for students needing support in ELA and Math.</p> <p>Students in all grade levels will be assessed 3 times per year utilizing STAR Renaissance to monitor cohort growth. Students in the Intervention program are assessed monthly for K-5 and 5 times per year 6-8. Data drawn from these assessments will be utilized in identifying students for intervention programs.</p>	August 2017-May 2018	Teachers	<p>Intervention teachers</p> <p>Tutoring</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	LCFF - Supplemental	12,000.00
Student Materials and Support	August 2017-May 2018	Teachers	EL Informational Text for SS and Science	4000-4999: Books And Supplies	Title III Immigrant Education Program	511.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1-5 teachers will continue to implement hands-on STEM modules which have science standards alignment to supplement science instruction. They will also be provided collaboration time to collaboratively plan lesson that will maximize student learning.</p> <p>PLTW (STEM) modules will be co-taught with the technology teacher and the homeroom teacher throughout the year.</p> <p>Technology equipment (such as iPads) will be made available to enhance the program.</p>	August 2017-May 2018	Teachers	Teacher collaboration on curriculum and assessments			
STAR Science Classes will be offered to students K-5 to integrate science standards through project based learning throughout the year. For students in grade 5, these classes will offer remediation of standards as well.	August 2017-May 2018	Teachers/STAR	STAR Science for K-5 classes	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	24,000
<p>We will have middle school Science Olympiad team that will meet after school. The Science Olympiad Coordinator will facilitate ongoing project development and education to deepen students' understanding of science concepts.</p> <p>Students will compete in competitions that align to science standards and help to deepen scientific concepts and processes.</p>	August 2017-2018	Teacher	Science Olympiad Coordinator	1000-1999: Certificated Personnel Salaries	Educator Effectiveness Grant	3,979.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Horace Mann Students will participate in and actively promote the Beverly Hills Science Fair in conjunction with the PTA. This activity will allow students to engage in the scientific method.	October 2017 and Spring 2018	Students/Parents				
<p>Staff will participate in ongoing professional development around differentiation, rigor, assessment, lesson design, technology integration, writing across the curriculum, and standards integration as it relates to English learners and students with disabilities.</p> <p>Specific and ongoing professional development in EL strategies and supporting students with disabilities will continue.</p> <p>Special Education teachers will collaborate with Instructional Aides to ensure ongoing that interventions and strategies utilized are maximizing the learning opportunities for students with disabilities.</p>	August 2017-May 2018	Teachers, EL/Spec Ed Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Title III Invention support will be provided for students in K-8 through a variety of models of service.</p> <p>Students in K-5 will be supported by the EL Coordinator and teachers will utilize various instructional strategies related to English learners to support language development.</p> <p>Students in 6th-8th will have at least one class that supports language development from the EL teacher. Middle school students will also have before and after school ELA class opportunities.</p> <p>EL Coordinator monitors student progress and supports teachers in delivery of language development support for students. Additionally, the Coordinator works with the administration and staff to ensure that professional development around programs ongoing and that data is utilized to drive instructional practices.</p> <p>Teachers and Administration, in conjunction with district support, monitors student progress of IEP goals for students.</p>	August 2017-May 2018	Teachers	EL instruction (.5 teacher)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	36,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology programs such as Lexia, IXL, Raz Kids, and Brain Pop have been purchased along with equipment to support students in areas in need of remediation. Students will have access to these support programs during the service model that they are utilizing.</p> <p>Technology programs and equipment have been purchased for students with disabilities and support academic learning in the areas of mathematics and literacy.</p>	August 2017-2018	Teachers and Administration	MackinVia EL SS Books	4000-4999: Books And Supplies	Title III Immigrant Education Program	1149.50
			Lexia	4000-4999: Books And Supplies	Title III Immigrant Education Program	0
			Leveled Curricular Materials- ie. Lexia	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	3,600.00
<p>Student Support Groups have been established and meet regularly to develop social skills while providing needed academic support for students with disabilities.</p> <p>These support groups also provide guidance and support for the general student population who may need a venue for social/emotional support.</p>	August 2017-2018	Teachers/Staff	Reading Buddies			
			S.E.T. Club	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1500.00
			Community Circle			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Engagement Goal: School Connectedness/ Safety Goal
LEA GOAL:
Eighty percent of Guardians and Students have a direct connection or feel like a part of their School. Students will demonstrate academic, social and emotional behaviors related to safety and connectedness to school.
SCHOOL GOAL #2:
As indicated on the BHUSD Student Safety Survey * From 80% to 83% of respondents will indicate that they feel safe at school * From 77% to 80% of respondents will indicate that they feel part of Horace Mann
Data Used to Form this Goal:
BHUSD Student/Parent Surveys Student feedback about after school programs Teacher/Counselor Feedback Discipline Records
Findings from the Analysis of this Data:
In looking at previous year's data, we feel that continued focus in supporting students' safety and connectedness is essential to overall student achievement.
How the School will Evaluate the Progress of this Goal:
Progress towards meeting this goal will be evaluated by examining: <ul style="list-style-type: none">• Student surveys taken during the year• Parent surveys taken during the year• Student feedback about programs both during and after school• Discipline Records

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students and parents in grades 5th-8th will be given the BHUSD Student/Parent Survey twice a year to monitor progress towards goal.	Fall 2017 and Spring 2018	Teachers and Administration				
Staff and PTA will provide and support social/emotional development through extra-curricular opportunities before, during, and after the school day. A variety of opportunities are provided for both elementary and middle school students.	August 2017-May 2018	Teachers	Yearbook			
			Science Olympiad	4000-4999: Books And Supplies	Educator Effectiveness Grant	2000.00
			Outdoor Education			
			Horticulture Club	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	250.00
			Newspaper Club			
			Ukulele Club			
MS & ES Student Council						
We will partner with the Maple Center and offer Community Circle to teachers for ongoing emotional support in small group settings for students.	August 2017-May 2018	Community Peers/Teachers				
The school counselor will provide classroom visits focused on character development and social skills for elementary classrooms. The counselor will also provide ongoing individual, small group, and large group programs for middle school students as well.	August 2017-May 2018	Counselor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Leadership opportunities will be provided for students to engage them in connecting to Horace Mann and developing leadership skills.</p> <p>Eighth grade students will have the opportunity to participate in the Spartans organization and develop leadership skills while maintaining a safe and nurturing environment throughout the hallways.</p> <p>Students in 4th and 5th grade will have the opportunity to be Conflict Managers working with students in 2nd-5th grades to resolve conflicts peacefully while on the playground.</p> <p>Upper elementary students work to establish relationships with younger students through the Reading Buddies programs.</p>	September 2017-May 2018		<p>8th Grade Spartans</p> <p>Conflict Managers</p> <p>Reading Buddies</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Service learning and community outreach will be a cornerstone of the Horace Mann community and will provide opportunities for students, staff, and parents to connect learning to the community around them.</p> <p>The service learning advocate will plan and organize opportunities for students and staff to participate in events such as clean up days, writing cards to troops, and preparing food for homeless. The advocate will also provide a focus for community service this year which will go toward the Wildlife Learning Center organization.</p> <p>Students in grades 4th-8th also have the opportunity to participate in the annual Benefit Concert which supports Wildlife Learning Center organization and our community service initiative as well as working to connect the community to Horace Mann.</p> <p>Middle School and Elementary student councils will also work to provide opportunities for service through events such as Pink Day and fundraising for UNICEF.</p>	August 2017-May 2018	Teacher	Service Learning Advocate	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Several weeks throughout the year will be designated to help bring light to issues or concerns and to provide resources for students on dealing with concerns/issues.</p> <p>Weeks this year will include:</p> <ul style="list-style-type: none"> • Cyber Safety and Digital Literacy Week • Healthy Choices Week • Multicultural Week 	Various weeks throughout the year	Teacher/Students				
<p>The PTA, in conjunction with staff and administration, offer a variety of programs throughout the year to ensure students, staff, parents, and the larger community feel connected and safe here at Horace Mann. Some of these programs include:</p> <ul style="list-style-type: none"> • -Grand Opening- Welcome Back Celebration • -Field Trip Enrichment for students • -K-3 Talent Show • -Bedtime Stories • -Chili Cook Off- Craft Fair • -Scholastic Book Drive • -Movie Nights • -Multicultural Week • -Open House • -Themed PTA meetings • -Restaurant day/nights 	Various times throughout the year	Community Members	Various PTA sponsored events	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	10000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Implement new character education program: Coach John Wooden's Pyramid to Success. Activities include student assemblies and parent education night.</p> <p>Planning on implementing K-5 grade level awards to recognize students showing building block traits. For middle school, points will be given toward homeroom wars for being recognized by the teachers.</p>	August 2017- May 2018	Administration/Teachers				
A Friendship Table will be designated in the cafeteria for students wanting to make new friends for grades 1-5 (this was created by special education teachers). Additionally, 2nd-4th grade special needs students will invite friends to play games at break times in the classroom.	August 2017-May 2018	Teachers				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College/Career Readiness
LEA GOAL:
Eighty percent of our 8th grade students will have identified a Career Cluster by end of 3rd quarter that is a best fit for them. (This will allow for additional articulation of our students into high school elective courses and help develop their talents).
SCHOOL GOAL #3:
Middle School students will complete 50% of the Naviance program modules. Last year, Horace Mann's completion of 5+ Naviance modules was 92%
Data Used to Form this Goal:
Naviance participation reports Reflections from students on college/career options through counseling office Analysis of opportunities offered for K-8 students focused on college/career options A-G presentations Reflections/feedback from school-wide events such as College and/or Career Days
Findings from the Analysis of this Data:
Continued focus on increasing opportunities to expose students to college and career options to prepare students for high school and beyond readiness.
How the School will Evaluate the Progress of this Goal:
Progress towards meeting this goal will be evaluated by examining: <ul style="list-style-type: none">• School counselor feedback• Teacher feedback,• Student feedback. * Naviance reports * Evaluations of events such as College and/or Career Days

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The counselor will collaborate with other counselors in the District to ensure alignment and fully understanding of the Naviance program features as it relates to middle school students. (Last year was the first year and training had happened late in the fall semester).</p> <p>The counselor will present Naviance lessons throughout the school year to middle school students. She is limited to utilizing the study hall time slot (while students still need to have the opportunity to use the study hall time during some weeks for study hall).</p>	August 2017- May 2018	Counselor				
<p>Parent Education Day/Night will be provided in the winter and spring by the school counselor and administration from Horace Mann and the high school for 8th grade students. These educational opportunities will cover A-G Requirements as well as information about helping students be successful with the transition to high school.</p> <p>The counselor, in conjunction, with the high school counseling team will schedule meetings with 8th graders about individual plans for high school.</p>	Winter 2017; Spring 2018	Administration /High School Staff	Parent education			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transition Meeting for 5th to 6th grade will be held with parents and students in the spring of 2018. This includes a tour of the middle school and meeting the teachers for 5th graders, as well as a panel discussion of what to expect with current 6th graders. These meetings and informational sessions will focus on preparation for middle school and A-G requirements in high school and their impact on middle school course selection.	Spring 2018	Teachers, Admin, Parents	Meetings to discuss transitions between 5th & 6th; 8th & 9th			
College and Career Day will be established in order to provide students exposure to various colleges and careers that are available. The counselor and ILT will work to provide a Career Day for all grades this school year. Each Wednesday at Horace Mann is College Day and staff and students will have the opportunity to wear college gear. Discussions with students about setting goals and potential opportunities after high school will occur at all grade levels.	August 2017-May 2018	Teachers and Admin	College and Career Focus Activities			
Explore utilizing Thrively.com for 4th and 5th grade students through the counselor's instruction in classrooms. Students would answer questions to create the profile and receive results to help guide them with the path to other activities and careers that are in their interest and strength areas.	August 2017- May 2018	Counselor and Administration				
Join El Rodeo in inviting middle school students to visit a college/university campus	August 2017- May 2018	Administration				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Educator Effectiveness Grant	3,979.00
4000-4999: Books And Supplies	Educator Effectiveness Grant	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	52,040.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	3,250.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	15,350.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	31,400.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	188,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	35,828.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	2,101.00
5800: Professional/Consulting Services And	Title I Part A: Targeted Assistance Program	1,300.00
1000-1999: Certificated Personnel Salaries	Title III	750.00
4000-4999: Books And Supplies	Title III	436.00
5800: Professional/Consulting Services And	Title III	2,061.60
4000-4999: Books And Supplies	Title III Immigrant Education Program	1,860.50
5800: Professional/Consulting Services And	Title III Immigrant Education Program	381.20

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Educator Effectiveness Grant	5,979.00
LCFF - Supplemental	52,040.00
Parent-Teacher Association (PTA)	50,000.00
Title I Part A: Targeted Assistance Program	227,229.00
Title III	3,247.60
Title III Immigrant Education Program	2,241.70

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	248,019.00
2000-2999: Classified Personnel Salaries	35,828.00
4000-4999: Books And Supplies	21,747.50
5000-5999: Services And Other Operating Expenditures	31,400.00
5800: Professional/Consulting Services And Operating	3,742.80

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	325,487.30
Goal 6	15,250.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bakhsh, Jill			X		
Cantella, Elaine		X			
Combs, Kimberly				X	
Delijani, Afi		X		X	
Fine, Juliet	X				
Foldvary, David			X		
Halimi, Jamie				X	
Hazany, Catie				X	
Willis, Lauren		X			
Katcher, Berenice				X	
Maisterra, Belinda		X			
Odenthal, Wolfgang				X	
Pyer, Andrea		X			
Stark, Laura		X			
Tokoph, Alejandra				X	
Wiener, Tina				X	
Numbers of members of each category:	1	5	2	8	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
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 (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Instructional Leadership Team

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 10, 2016.

Attested:

Juliet Fine

Typed Name of School Principal

Signature of School Principal

Date

Sharon Eshaghoff

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date