

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
For
Student Achievement

Horace Mann Academic Middle

School

-----**38-64878-6062046**-----

CDS Code

Spring Planning, February 21, 2007

PURPOSE OF THIS ACADEMIC PLAN

This academic plan meets the content requirements of amended Education Code Section 64001 (effective January 2002) for a single school plan for pupil achievement. Such a plan must be developed at each school that operates any programs funded through the Consolidated Application.

This academic plan provides a single, comprehensive school plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The template provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the template includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, if all applicable portions of the template are properly completed, school plan content requirements will be met for all programs for which the school has an allocation in the Consolidated Application.

Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.

As required, Horace Mann Academic Middle School will be implementing the SAIT recommendations for the third year in 2006-2007, including the nine essential elements.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

Horace Mann will implement the nine essential SAIT elements to accelerate student progress towards mastery of the standards. The school will continue to increase instructional time, provide professional development, and institutionalize faculty meeting times to ensure that the State adopted core and intervention curriculum is implemented faithfully. This will include Science, Social Studies, Physical Education and performing/visual arts when scheduled. To ensure access to the full scope and sequence of the core curriculum, all students will be provided with state adopted textbooks, and teachers will adhere to the corresponding curricular pacing guides.

2. Availability of standards-based instructional materials appropriate to all student groups:

Horace Mann maintains an inventory of core curriculum materials as required by the State of California, SAIT and the Williams Case. The school receives School-Based Coordinated Federal Funds which are allocated to our Second Language Learner, Special Education, GATE, and EDY students. When appropriate, supplemental materials are purchased with these funds to help these student populations. We are continually trying to provide teachers with teacher's guides and supplementary materials. We will continue to automate and barcode all textbooks in order to distribute and track materials more efficiently. We will continue to purchase and implement adopted instructional materials and standard-based supplemental materials for all students (ELL, Special Education, GATE and low performing students).

3. Alignment of staff development to standards, assessed student performance and professional needs:

For monitoring purposes and prepare for our Academic Plan we routinely analyze data throughout the year (API, AYP, benchmark assessments, report cards, suspension and disciplinary referral rates). This data is used for yearlong instructional planning, to schedule students into or out of ELA and Mathematics Intervention classes, and to target students for after-school instruction. The school also administers school-wide benchmark assessments in ELA and Mathematics every six weeks to help gauge student progress towards mastery of the standards. Benchmark tests were

piloted in 2006-07 in Social Studies and Science and implementation is anticipated department-wide in 2007-08. Content Area meetings are used to align standards, assessments and best practices to professional development in order to meet the needs of all students (ELL, Special Education, GATE and low performing students).

4. Services provided by the regular program to enable under-performing students to meet standards:

Horace Mann will use appropriate and differentiated instructional strategies to assist all students master the State standards. The STAR Initiative will continue to provide additional services, such as the Instructional Reform Facilitator, Parent Liaison, and Student Advisor. Through the SAIT initiative, the nine essential components will continue to be implemented to help students needing interventions in ELA. Horace Mann will continue to create an extended instructional day by providing recreational activities as well as academic support through the After School Collaborative. A Student Assistance Program (SAP) will meet weekly to discuss students who are at risk of failure and make appropriate intervention recommendations.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Horace Mann uses categorical funds to ensure that all qualifying students receive necessary intervention support in ELA (High Point) and/or Mathematics (CMC). When available, categorical funds are also used to provide additional instruction to support ELD instruction.

6. Use of state and local assessments to modify instruction and improve student achievement:

The results of state and district assessments are used to place students into appropriate classes, including intervention classes in ELA and Mathematics. Horace Mann also uses the placement test from the State adopted Language Arts text for program placement. Six-week benchmark assessments calibrated to the State adoptions in ELA and Mathematics are posted on OARS and are used by the faculty to gauge student progress and adjust curriculum implementation using the curriculum pacing guide. Similar assessments are administered in the ELA and Mathematics intervention classes to monitor student proficiency and ensure that students are exited from these programs as quickly as possible. Horace Mann monitors its ELD Program through CELDT and STAR testing, as well as the LALAR, teacher recommendation, and report card grades as a means of identifying students for purposes of reclassification.

7. Family, school, district and community resources available to assist these students:

Our counselors facilitate meetings with teachers to determine appropriate intervention strategies for under-performing and at-risk students through biweekly Student Concerns meetings and through the SST process. Students who are displaying significant emotional, social, academic and family problems are identified through the Student Concerns meetings and are brought to the attention of the Student Assistance Program (SAP) team, which meets weekly to recommend appropriate interventions. With the collaboration of the SAP team, which consists of professionals from various disciplines (e.g. medical, educational and psychological), we are able to implement agreed upon strategies to assist our students of concern. Our community-based partners, the Horace Mann After-School Collaborative, Instituto Familiar de La Raza, CNET, Education Station and ARC, also provide support services and enrichment activities for students during and after school (case-management, arts, athletics, homework and tutoring help). Horace Mann continues to build parent support through the Parent Liaison and the Parent Teacher Association (PTA). Parent involvement increased last year, with the additions of monthly Principal Chats and formation of a Padres Latinos Unidos group, and is expected to continue in the future.

8. School, district and community barriers to improvements in student achievement:

Like many schools of its size, Horace Mann is faced with the challenge of creating an effective master schedule that takes all student needs into account. Horace Mann needs to provide flexible scheduling so students can exit from the intervention program as quickly as possible. In addition, due to the increased need for intervention classes and a declining budget, the school can only offer students performing at the Proficient level on the CST elective classes, which are traditionally associated with a well-rounded education. As a result, professional development is being planned for teachers on how to integrate VAPA standards into the core curriculum delivery. Effective behavior management is a pressing issue for many teachers, especially those new to middle school or a school with a high percentage of under-performing students. Recruitment of teachers with knowledge of, and experience with, successfully motivating at-risk youths is a priority. State and federal achievement targets will not accommodate an approach of nurturing over time less than adequately-prepared practitioners.

9. Limitations of the current program to enable under-performing students to meet standards:

There is a continued need for counseling and case-management for our under-performing and at-risk students. Horace Mann uses the SAP, SST and other processes to identify students needing assistance, but the lack of on-site services prevents some students from meeting the rigor and challenge of a demanding academic program.

School Highlights

Principal's Introduction.

Horace Mann is an academic middle school in the heart of the Mission District that provides students with a rigorous course of standards-based instruction to accelerate their academic achievement and prepare them for a successful high school and college career. Complimenting the academic program is a supportive environment that emphasizes the cognitive and affective domains and best practices. Students who need academic support are provided with interventions to accelerate their achievement. The After-School Program provides students with tutoring, recreation and opportunities to explore the arts.

Last Year's Best Achievements.

HMMS implemented the State Intervention program in Mathematics and Language Arts and provides professional development to staff in long term lesson planning and behavior management. Formative assessments have been instituted to help gauge student progress towards mastery of the standards. Mathematics teachers work in partnership with UC Berkeley to improve instruction. Coaches from the district's Teaching and Learning Department have been guiding teachers in pedagogy for particular programs and performance levels.

Key Elements of School Safety Plan.

HMMS has a comprehensive safety plan covering emergency response, staff training, support and student safety, including regular drills and practices. Students, staff and parents are informed as to what to do in case of natural and man-made emergencies. The school has partnered with community agencies and the SFFD/SFPD to work on safety and support issues in our neighborhood and has also received instruction on life saving techniques, first aid and crisis response. The school has a School Resource Officer (SRO) who provides safety instruction and consultation with staff, parents, and student, as well as provides a law enforcement presence on campus that creates an important deterrent to criminal behavior. Students receive instruction on acceptance of diverse cultures, personal responsibility and an understanding of the laws, rules and regulations of our society and school district. The school has a zero tolerance policy for fighting, assault, battery, hate violence and drug use. We have two security staff who supervise the common areas of the school before, during and after school to help promote a safe and secure teaching and learning environment.

Key Programs.

Horace Mann participates in the Lawrence Hall of Sciences ACCESS Program, which provides coaching, professional development and help with long-range lesson planning to our mathematics teachers. Language Arts teachers have been trained in the Strategic Literacy Initiative. A school-wide reading and math intervention program has been implemented to support English Language Learners and students scoring in the bottom quintiles of the California

Standards Test. In partnership with Salzman Associates, all staff participate in professional development on effective behavior management strategies. The school has two counselors, a student advisor, a parent liaison, a site support substitute and an Instructional Reform Facilitator to provide direct services to students and teachers. Another half-time or full-time counselor will be added for 2007-08 in order to streamline the SST process and better coordinate the workings of the SAP team. Two computer labs and an After School Program compliment the core program.

Focus for Improvement.

The HMMS staff is committed to increasing student outcomes in mathematics and language arts and meeting or exceeding our API and AYP targets. The school is currently in the SAIT Program and is implementing corrective actions to help meet this goal.

Opportunities for Parent Involvement.

HMMS has an emerging PTSA with parent volunteers and advocates. The principal engages parents with monthly coffee gatherings to hear parent concerns and communicate school-wide issues. A Parent Liaison assists with the coordination of parent-teacher meetings and facilitates the distribution of a monthly parent newsletter. Parent volunteers assist the Parent Liaison in a variety of activities and work in the After School Program. School counselors and teachers actively engage parents in the teaching-learning process.

School Description.

Named after Horace Mann, who is considered "the father of American Education," our school has been serving students since the late 1800s, when it opened its doors as the Horace Mann Intermediate School. Horace Mann's primary focus is to provide students with a rigorous, standards-based curriculum. Our mission is to help students to acquire the knowledge, skills and strategies that will enable them to succeed in high school and beyond. Students who need academic support are provided with interventions to accelerate their academic achievement. The After School Program provides students with tutoring and opportunities to explore the arts and participate in recreational activities.

School Vision.

- Students will value learning as a process and will possess an attitude of curiosity and excitement about the unfamiliar.
- Students will set personal goals and learn strategies to realize them.
- Students will develop positive self-esteem.
- Students will acquire skills and knowledge in the academic areas and achieve mastery of the Content Standards.

ACADEMIC PLAN EXECUTIVE SUMMARY

Goal 1: Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Data Conclusions related to Goal 1:

Language Arts – Whole School						
Grade	≥ Basic	Diff 05-06	≥ Proficient	Diff 05-06	Proficiency Target	Proficiency Goal
06	45%	-3%	13%	-3%	24%	≥11%
07	49%	-2%	23%	+4%	24%	≥1%
08	54%	-4%	18%	-5%	24%	≥6%

Mathematics – Whole School						
Grade	≥ Basic	Diff 05-06	≥ Proficient	Diff 05-06	Proficiency Target	Proficiency Result
06	36%	0%	11%	-4%	26%	≥15%
07	44%	+6%	19%	+5%	26%	≥7%
08 Gen	50%	0%	17%	-4%	26%	≥9%
08 Alg.	87%	+2%	48%	+15%	26%	+22%

Results from the 2006 STAR testing indicate that the school did not meet API and AYP targets. 6th grade scored the lowest and has the largest gap to close. Declining test scores has been a pattern over the last several years. Placement data indicate that incoming 6th graders score similarly low. A longitudinal study showed gradual improvement of the same students over two and three years.

Since SAIT and PI designations continue until there are two consecutive years of meeting the API growth target and AYP-AMOs, Horace Mann M.S. will continue to be a SAIT and PI school for 2007-08 regardless of the 2007 test scores.

Based on the above data conclusions the following are the objectives for Goal 1.

Objective 1:

- Horace Mann will meet or exceed its 2007-2008 API targets in English/Language Arts and Mathematics (in 2006-07 the API base was 584; the API target 595).

Objective 2:

- The number of students meeting AYP targets in English/Language Arts and Mathematics in 2007-2008 will increase by 17% in ELA and 18% in Math over previous levels.

Objective 3:

- By June 2008, 60% or more of our English Language Learners will meet the growth targets prescribed by Title III of the “No Child Left Behind” legislation. This will be demonstrated by the percentage of students moving from one level to the next: Beginning (CELDT levels 1 & 2)→ Intermediate (CELDT Level 3) →Advanced (CELDT levels 4 & 5). Re-designation rates for ELL students will increase by at least 5% from 2006-2007 levels.

To meet or exceed AYP targets proficiency rates must be increased as follows (2006-2007):

- Grade 06 ELA: Increase proficiency rates by 22% (move 34 students from B to P)
- Grade 07 ELA : Increase proficiency rates by 12% (move 39 students from B to P)
- Grade 08 ELA: Increase proficiency rates by 17% (move 23 students from B to P)
- Grade 06 MATH: Increase proficiency rates by 26% (move 35 students from B to P)
- Grade 07 MATH: Increase proficiency rates by 18% (move 42 students from B to P)
- Grade 08 MATH: Increase proficiency rates by 20% (move 34 students from B to P)

The above objective(s) will be achieved by the implementation of the following activities:

- ELA and Math intervention classes for all under-performing students and enrichment electives, including Visual and Performing Arts, will be offered to all students achieving at grade level.
- **Elementary to middle school matriculation will receive focused attention and an instructional program will be designed around 6th graders unique characteristics and needs.**
- **Focal students in targeted subgroups will be identified and staff will hold academic conferences with them to build relationships, develop personal goals, and follow their progress.**
- Instruction will be differentiated to meet individual and subgroup needs.
- Extended day activities for tutoring, remediation, and enrichment will be provided to all students.
- SES (ELA and Math CST far below basic and below basic) students will be assigned to available after-school tutoring program.
- Additional resources, such as district homework packets and technology applications, will be utilized to support the instructional program.

- **The IRF, district content specialists, and consultants will provide coaching and training in state and district-adopted materials and instructional strategies needed to deliver the core and intervention curriculum.**
- Early release days will be scheduled for twice a month to enable teachers to collaborate and participate in professional development activities.
- The school will inform parents of their student’s progress using 6-week report cards, weekly progress reports, notice of tutoring options, parent conferences, and SSTs.
- Parents will support a schoolwide reading program that requires all students to read one-half hour nightly and submit a signed weekly reading log.
- The counselors, Parent Liaison, and Student Advisor, Intervention Specialist, and Peer Resource Specialist will take proactive steps to address the physical, social, and emotional needs of the students.
- A half-time School Librarian will be added.
- **Standardized testing (STAR, CELDT, LALAR), benchmark, and common assessment results will be reviewed on a regular basis and used formatively to improve instruction.**

Goal 2: Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, Health and Physical Education), world languages, and school-to-career and technical programs where appropriate.

Data Conclusions related to Goal 2:

Comparison –Language Arts ELL (44%)/Non-ELL						
Grade	≥ Basic Non-ELL	≥ Basic ELL	Difference	≥ Proficient Non-ELL	≥ Proficient ELL	Difference
06	65%	27%	-38%	21%	5%	-16%
07	64%	30%	-34%	38%	2%	-38%
08	73%	25%	-45%	27%	3%	-24%

Comparison –Language Arts Latino (78%)/All Students						
Grade	≥ Basic All	≥ Basic L	Difference	≥ Proficient All	≥ Proficient L	Difference
06	45%	45%	0%	13%	13%	0%

07	49%	50%	+1%	23%	18%	-5%
08	54%	51%	-3%	18%	14%	-4%

Comparison –Language Arts African American (9%)/All Students						
Grade	≥ Basic All	≥ Basic AA	Difference	≥ Proficient All	≥ Proficient AA	Difference
06	45%	30%	-15%	13%	0%	-13%
07	49%	28%	-21%	23%	17%	-6%
08	54%	45%	-9%	18%	10%	-18%

Comparison –Language Arts Students with Disabilities (14%)/Students without Disabilities						
Grade	≥ Basic Non-SPED	≥ Basic SPED	Difference	≥ Proficient Non-SPED	≥ Proficient SPED	Difference
06	51%	13%	-38%	14%	3%	-11%
07	54%	19%	-35%	27%	0%	-27%
08	58%	26%	-32%	20%	4%	-16%

Comparison –Language Arts Gifted and Talented (9%)/Non Gifted and Talented						
Grade	≥ Basic Non-GATE	≥ Basic GATE	Difference	≥ Proficient Non-GATE	≥ Proficient GATE	Difference
06	41%	93%	+52%	10%	50%	+40%
07	45%	100%	+55%	17%	82%	+65%
08	51%	100%	+49%	14%	77%	+63%

Results from the 2006 STAR testing indicate that all “significant” and other high percentage subgroups, except GATE, scored well below growth targets. The only exception is 7th grade, which scored just below the AYP-AMO. As the largest subgroup, Latino reflected closely the overall grade-level scores. African Americans and Students with Disabilities scored considerably lower, near or at single digits in most grade levels.

Comparison –Mathematics ELL/Non-ELL						
Grade	≥ Basic Non-ELL	≥ Basic ELL	Difference	≥ Proficient Non-ELL	≥ Proficient ELL	Difference
06	52%	21%	-31%	18%	5%	-13%
07	52%	31%	-21%	29%	4%	-25%
08 Gen	57%	43%	-14%	21%	12%	-9%
08 Alg	87%	100%	+13%	48%	50%	+2%

Comparison –Mathematics Latino/All Students						
Grade	≥ Basic All	≥ Basic L	Difference	≥ Proficient All	≥ Proficient L	Difference
06	36%	36%	0%	11%	9%	-2%
07	44%	43%	-1%	19%	15%	-4%
08 Gen	50%	50%	0%	17%	18%	+1%
08 Alg	87%	81%	-6%	48%	36%	-12%

Comparison –Mathematics African American/All Students						
Grade	≥ Basic All	≥ Basic AA	Difference	≥ Proficient All	≥ Proficient AA	Difference
06	36%	10%	-26%	11%	0%	-11%
07	44%	18%	-26%	19%	12%	-7%
08 Gen	50%	39%	-11%	17%	17%	0%
08 Alg	87%	-----	-----	48%	-----	-----

Comparison –Mathematics Students with Disabilities/Students without Disabilities						
Grade	≥ Basic Non-SPED	≥ Basic SPED	Difference	≥ Proficient Non-SPED	≥ Proficient SPED	Difference
06	41%	10%	-31%	13%	0%	-13%
07	49%	10%	-39%	22%	0%	-22%

08 Gen	55%	31%	-24%	20%	4%	-16%
08 Alg	87%	-----	-----	48%	-----	-----

Comparison –Mathematics Gifted and Talented Students/Non-Gifted and Talented Students						
Grade	≥ Basic Non-GATE	≥ Basic GATE	Difference	≥ Proficient Non-GATE	≥ Proficient GATE	Difference
06	31%	86%	+55%	8%	43%	+35%
07	38%	86%	+48%	13%	59%	+46%
08 Gen	48%	100%	+52%	16%	33%	+17%
08 Alg	84%	100%	+16%	42%	71%	+29%

Results from the 2006 STAR testing indicate that student achievement in Mathematics, although slightly higher, paralleled achievement in Language Arts. Only one group, 7th grade non-English Learners, met the AYP-AMO. African Americans and Students with Disabilities again scored lowest; no students in either subgroup took the Algebra test.

Objective 1:

- By the end of the 2007-2008 academic year, all SS and EL students will perform at or above the District average or show 5% improvement on the CST in ELA and Mathematics.

Objective 2

- By the end of the 2007-2008 school year, Horace Mann will meet or exceed its API targets for all statistically significant subgroups: English Language Learners, Latino, African American, SPED, Socio-economically Disadvantaged, and GATE students. Traditionally underperforming subgroups will meet AYP-AMOs.

The above objective(s) will be achieved by the implementation of the following activities:

- All students will have access to the core curriculum and receive grade level, standards-based instruction, with the exception of Far Below Basic and Below Basic students who will use High Point as a replacement Language Arts curriculum.
- All students will be taught by ‘highly qualified teachers’ with appropriate certification (CLAD, BCLAD, GATE).
- Paraprofessionals will provide direct services to students and assist them in demonstrating learning outcomes.

- **Standardized testing (STAR, CELDT, LALAR), benchmark, and common assessment results will be disaggregated and analyzed by subgroups and used formatively to improve instruction.**
- Parents of students in each of the ‘statistically significant’ subgroups will be kept current on individual and subgroup performance on standardized and benchmark assessments.
- **An after-school program will be available to all students and offer tutoring, enrichment, and athletics. Additional tutoring programs will be designed around specific academic or language acquisition needs.**

ELL-

- EL students who scored Basic or below on 2007 ELA and Mathematics CSTs will be assigned to intervention courses by language proficiency level and appropriate extended day classes.
- **Teachers of EL students, with assistance from a TSA- Bilingual Coach, will use SDAIE strategies and provide systematic ELD.**
- EL students will be provided after-school tutoring that supports language acquisition and ELD.
- **Professional development activities will be planned for all teachers of EL students on systematic ELD instruction, including ELD standards, and SDAIE strategies.**
- EL students who meet district criteria will be reclassified.

L and AA-

- **Teachers will receive professional development and coaching in reading comprehension strategies, vocabulary development, and culturally responsive teaching practices.**
- An Early College Awareness or AVID program will be instituted to put more students on a college pathway.

SPED-

- Teachers of special education students will receive training and ongoing support in differentiating instruction to meet IEP goals and objectives.

GATE-

- Additional students will be identified and qualified for GATE.
 - Teachers of GATE and high achieving students will receive training and ongoing support in planning lessons that include acceleration, depth and complexity.
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Goal 3: Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3:

With the exception of 2003, Horace Mann has not met its API and AYP targets for the last eight years. In 2006-07, systems and structures were developed or modified in order to implement and sustain the SAIT corrective actions and STAR team recommendations listed in Goal 1.

Based on the above data conclusions the following are the objectives for Goal 3.

Objective 1:

- By the end of the 2007-2008 school year, Horace Mann will have fully implemented the nine SAIT corrective actions listed in the SAIT Action Plan, which will result in the school meeting or exceeding its API target.

Objective 2

- By the end of the 2007-2008 school year, Horace Mann will have fully implemented all STAR team recommendations.

The above objective(s) will be achieved by the implementation of the following activities:

- Teachers will plan instruction that prepares students for benchmark assessments. This includes fidelity to the pacing guides that ensures broad coverage of key grade-level standards, but supplements when specific standards need additional or more explicit instruction.
- The IRF will publish and distribute a testing calendar for standardized and benchmark assessments and articulate a protocol for exit cut points to move students between Intervention, Strategic, and core classes.
- With guidance from the IRF and MSTLI leads, coaches and consultants, **teachers will:**
 - **administer 6-week benchmark assessments and selection tests in core classes, and embedded assessments in intervention classes;**
 - **monitor progress of targeted subgroups and focal students;**
 - **use common planning time and early release day collaboration time to review assessment results and Cruncher and OARS data and target standards, students and strategies to meet desired learning outcomes.**
- **Teachers will consistently implement five schoolwide strategies [BBC, engagement (card sort, differentiated questioning), SDAIE (think-pair-share, visuals, sentence frames), Before, during, and after comprehension, and site behavior management plan].**
- Students will receive the required daily instructional minutes, as required by SAIT.
- Administrators and the IRF will schedule regular department meetings with structured agendas and a process for ensuring follow-up actions.
- **Administrators and the IRF will conduct weekly classroom observations and give teachers specific feedback on pacing, instructional practices, the five schoolwide strategies, and any new programs.**

- **The Leadership Team and MSTLI Leads will take a larger role in planning, communicating, and monitoring of the Academic Plan.**
- Ongoing coaching and professional development will be provided to new and experienced teachers in the five schoolwide strategies.
- **A schoolwide writing program will be implemented.**
- A comprehensive, sequential VAPA program will be implemented.
- Administration will collaborate with the district on fiscal and personnel resources necessary to implement recommendations.
- Provide AB466 and AB75 training and practicum support to teachers and administrators.
- Parents will be informed of the SAIT and PI processes and steps the school is taking to meet exiting criteria.
- Administrators, the IRF, MSTLI leads, and teachers will review data systematically in order to appropriately place students into - and transition students out of - core and intervention classes.
- The IRF, coaches, and consultants will monitor and assist with pacing of instruction so grade-level standards are adequately covered.

Goal 4: School Climate: Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior

Data Conclusions related to Goal 4:

A new data system recorded referrals and office actions. There was a decrease in serious violations of school rules from the previous year. Repeated minor violations, such as disruption or defiance, continued to be a problem for a small percentage of students. The number of suspensions increased from the previous year due to higher expectations and more rigid enforcement of school rules. Interventions and alternatives to suspension were used. Parents, staff, and students insist that the top priority is a safe, orderly, and calm campus.

Objective #1:

- By the end of 2007-2008, Horace Mann will reduce the number of disciplinary referrals for AA and SS students by 25% as compared to 2006-2007.

Objective #2:

- By the end of the 2006-2007, Horace Mann will have reduced the amount of suspensions by 10% for AA and SS students as compared to 2006-2007.

The above objective(s) will be achieved by the implementation of the following activities:

- The school will retain the services of two security guards to help supervise the halls during passing periods, patrol the buildings during class time, assist with the yard during lunch, and respond to emergency situations when necessary.
- Counselors will uniformly implement the school's progressive discipline procedures. They will issue consequences in a consistent manner, involve parents and other community members, hold SSTs for repeat offenders, and make referrals to counseling conferences and expulsion hearings when violations of education code(s) persist. A third counselor will be added, if possible.
- Horace Mann will provide alternatives to suspension, such as parent conferences, detentions, conflict mediation, and community service.
- Staff will reward students for their good attendance, behavior, academics, and volunteer services through the *Hot Stuff Coupon* and other positive incentives. Students will be recognized through weekly drawings, monthly award assemblies, hallway displays, newsletters, and field trips.
- Staff will focus attention on reducing late arrivals and tardiness and increasing strict adherence to school uniform and dress code policies.
- Horace Mann will continue to implement a school-wide behavior plan based on Noah Salzman's *Tools for Success*. Teachers with basic classroom management issues will receive ongoing individual assistance; those that master the foundation program will receive advanced training.
- School will implement fully the district's Second Step curriculum through core or elective classes.
- School will provide lunchtime club activities.
- Administrators, counselors, Student Advisor, Intervention Specialist, SRO, and Peer Resource Specialist will work together to coordinate and provide services to at-risk students, as well as creating an environment where all students feel safe, secure, and supported.
- Staff will receive emergency response training from the SRO.
- An after-school program will provide daily recreation in a supervised setting.
- The SAP team will meet bi-monthly to discuss safety and health issues affecting the school.
- The Student Advisor will continue to monitor attendance and implement SART and SARB procedures.
- A SSC subcommittee will create a transition plan for changing the school colors.
- The school will update its Comprehensive Safety Plan and Emergency Response Plan.

Goal 5: Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

Data Conclusions related to Goal 5:

Parent and community involvement, as evidenced by attendance at conferences and various meetings, increased considerably from the previous year. The counselors, Parent Liaison and Student Advisor were instrumental in planning, arranging, and publicizing many parent meetings and gatherings, including monthly PTA, Padres Latinos Unidos and SSC/ELAC meetings, Principal Coffee Chats, and parent workshops. At the February 2007 Community Meeting parents said they want: 1) to participate in workshops on immigration rights, STAR test preparation, literacy, and parenting skills; 2) to increase home-school communication so suggestions and concerns receive immediate attention; 3) to provide all students with extra help in doing their schoolwork through after-school tutoring programs; and 4) to receive frequent reports on their students' progress.

Based on the above data conclusions the following are the objectives for Goal 5.

Objective 1:

- Horace Mann will increase attendance by 5-10% at parent conferences and SSC, ELAC, and PTA and other school-sponsored parent meetings and gatherings.

Objective 2:

- By the end of the 2007-2008 academic year, Horace Mann will increase home-school communication to inform parents about student progress and school programs by 15% as compared to 2006-2007.

The above objective(s) will be achieved by the implementation of the following activities:

- The school will recruit parents to participate in SSC, ELAC, and SAC for elections held in the fall. The Parent Liaison will actively solicit support from interested parents.
- SSC, ELAC, PTA and Padres Latinos Unidos will hold monthly meetings. Day care and translation will be provided.
- Community Academic Plan meetings will be held in the fall and spring in order to obtain feedback and suggestions from parents and community members.
- The school will increase two-way communication. The Parent Liaison will send home a monthly newsletter and calendar and use other means of communication, such as notices, parent information auto-dialer calls, and homework packets. The administration will hold monthly Principal Coffee Chats with parents.
- The school will develop a website to communicate information, including homework assignments.
- At the beginning of the year, parents of eighth graders will be informed of graduation requirements and encouraged to participate in the planning of graduation activities.

- Translators will be available at all parent meetings; written communication such as newsletters and meeting minutes/agendas will be translated for parents.
- Parent meetings will be held twice yearly for Special Education, EL, and GATE parents to provide them information, answer questions, and elicit recommendations.
- Parent workshops will be held in helping students with homework, health related issues, mathematics, and reading. Speakers from the community will be invited to present information on relevant issues. We will present some of these topics in PTA monthly meetings.
- The Parent Liaison will maintain a Parent Room containing resources, information, and a meeting space for regular parent meetings and educational opportunities.
- Horace Mann will continue its partnership with C-Net who provides tutoring services to our students and instructional materials to our teachers.
- Parent resources will include information packets and referrals to community services and agencies to support student needs.
- Counselors and parent liaison will provide parents with opportunities to attend programs that will support student learning, health, and development. These partnerships will include the public library, and the after school Community Based Organizations.
- School will document and monitor attendance to parent conferences, workshops, meetings, and school visits.

Action Plan

GOAL #1 Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Student groups participating in this goal: All students at Horace Mann.

Performance gains expected for these students: The school or exceed will meet its statewide API target for 2006-2007.

Means of evaluating *progress* toward this goal: Six-week District-based benchmark assessments.

Group data needed to measure academic gains: CST data, benchmark assessment reports, diagnostic assessments.

Objective 1:

Horace Mann will meet or exceed its 2007-2008 API targets in English/Language Arts and Mathematics (in 2006-2007 the API base was 584; the API target 595).

Objective 2:

The number of students meeting AYP targets in English/Language Arts and Mathematics in 2007-2008 will increase by 5% over previous levels.

Objective 3:

By June 2008, 60% or more of our English Language Learners will meet the growth targets prescribed by Title III of the “No Child Left Behind” legislation. This will be demonstrated by the percentage of students moving from one level to the next: Beginning (CELDT levels 1 & 2)→ Intermediate (CELDT Level 3) →Advanced (CELDT levels 4 & 5). Re-designation rates for ELL students will increase by at least 5% from 2006-2007 levels.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
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<p>1.1 Alignment of standards-based instruction to content standards</p> <ul style="list-style-type: none"> • ELA and Math intervention classes for all under-performing students and enrichment electives, including visual and performing arts will be offered to all students achieving at grade level. <ol style="list-style-type: none"> 1. A master schedule will be designed to provide classes for students at each performance level. 2. Assessment data (CST, CELDT, district, and diagnostic) will be triangulated to determine placement. <ul style="list-style-type: none"> • Instruction will be differentiated to meet individual and subgroup needs. <ol style="list-style-type: none"> 1. Materials will be determined, ordered or purchased. 2. Initial training will be provided to any teacher who does not have experience using High Point or CMC intervention curriculums. 3. Coaching will be provided to teachers using HighPoint or CMC intervention curriculum. 	<p>Assistant Principal (AP) AP</p> <p>AP</p> <p>Teaching and Learning</p> <p>IRF, Teaching and Learning</p>	<p>April-May 2007</p> <p>May-August 2007, Ongoing</p> <p>June 2007</p> <p>August-September 2007</p> <p>September 2007-June 2008</p>	<p>\$15,9991.5</p>	<p>WSF, WSF-Special Ed., SWP, TIIB, SIP, SAIT, Prop H</p>
<p>1.2 Improvement of research-based instructional strategies and materials</p> <ul style="list-style-type: none"> • Elementary to middle school matriculation will receive focused attention and an instructional program will be designed around 6th graders unique characteristics and needs. <ol style="list-style-type: none"> 1. Trends and patterns of incoming 6th graders for the last three years will be analyzed. 2. Performance levels of current 5th grade enrollees will be researched and analyzed. 	<p>IRF</p> <p>IRF, AP</p>	<p>March-May 2007</p> <p>May-June 2007</p>		

<ul style="list-style-type: none"> • Teachers assigned to 6th grade will meet to discuss available data. • Teachers will make instructional decisions regarding remediation. <p>3. A two-week Summer Academy will be planned and presented to underperforming (incoming) 6th graders.</p> <ul style="list-style-type: none"> • Students will be identified for the program. • Funding source will be confirmed. • Program will be designed; curriculum and materials determined. • Teachers will be recruited. • Parents of students will be notified. <p>4. Professional development will be designed for 6th grade teachers on these students' unique social, emotional, and academic needs.</p> <p>5. 6th grade will be separated from 7th and 8th graders in their location on campus, lunch period, and some co-curricular activities.</p> <p>6. Underperforming 6th graders will be assigned to after-school tutoring.</p> <ul style="list-style-type: none"> • Focal students in targeted subgroups will be identified and staff will hold academic conferences with them to build relationships, develop personal goals, and follow their progress. <p>1. CST results will be reviewed to identify students who score at Basic or high Below Basic on the 2007 ELA and Math CSTs.</p> <p>2. Data Day conferences will be held with each core teacher to select focal students.</p>	IRF	May 2007		
	IRF	May 2007		
	Principal, AP, IRF	March-August 2007		SAIT, ELAP
	IRF, AP	May-June 2007		
	Principal IRF	May 2007 June 2007		
	Principal IRF, AP	May-June 2007 June 2007		
	Principal, AP, IRF	August-December 2007		SAIT
	Principal, AP, UBC	August 2007, ongoing		
	AP, IRF	October-June 2007		
	IRF	August 2007		
Principal, IRF, Teachers	September 2007			

<ul style="list-style-type: none"> • Lists of '07 CST BB and Basic students will be created and distributed. • Teachers will locate their students from lists and choose 6-7 “focal students” • Teachers will be shown how to use the ROCI template with focal students. • Strategic plans for focal students will be discussed during CPT. • At Data Day conference with principal, identification and strategic plans for focal students will be shared. • Teachers will examine benchmark and common assessment results of focal students and discuss modifications for instruction. • Follow-up conferences will be scheduled and held to discuss progress of focal students. <p>3. Professional development in accessing standardized test scores on Cruncher and OARS will be provided.</p> <p>4. Results from 6-week benchmark assessments of the focal students will be reviewed to determine what concepts need to be retaught.</p>	<p>IRF</p> <p>IRF</p> <p>IRF</p> <p>Teachers</p> <p>Teachers</p> <p>MSTLI leads, Teachers</p> <p>Principal, Teachers</p> <p>IRF</p> <p>Leadership Team</p>	<p>September 2007</p> <p>September 2007</p> <p>September 2007</p> <p>September 2007</p> <p>September 2007</p> <p>October 2007- May 2008</p> <p>October 2007- May 2008</p> <p>September 2007</p> <p>October 2007- June 2008</p>		
<p>1.3 Extended learning time/increased educational opportunity</p> <ul style="list-style-type: none"> • Extended day activities for tutoring, remediation, and enrichment will be provided to all students. • SES (ELA and Math CST far below basic and below basic) students will be assigned to available after-school tutoring program. 	<p>AP, After-school coordinator</p> <p>AP, After-school coordinator</p>	<p>September 2007, ongoing</p> <p>December 2007- May 2008</p>		<p>ExCel-School Health, SES, ELAP</p> <p>SES</p>

<ul style="list-style-type: none"> All teachers will be offered the opportunity to participate in a buy-back day that provides strategies on how to integrate Visual and Performing Arts standards across the curriculum. 	Principal, AP	August 2007		Art, Music, and PE One-Time Allocation
<p>1.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> The school will inform parents of their student's progress using 6-week report cards, weekly progress reports, notice of tutoring options, parent conferences, and SSTs. Parents will support a schoolwide reading program that requires all students to read one-half hour nightly and submit a signed weekly reading log. 	Counselors Teachers, Parent Liaison, PTA	September 2007-June 2008, ongoing September 2007-June 2008, ongoing		
<p>1.6 Non-academic support services (auxiliary services) for students and parents</p> <ul style="list-style-type: none"> The Counselors, Parent Liaison, and Student Advisor, Intervention Specialist, and others will take proactive steps to address the physical, social, and emotional needs of the students. <ol style="list-style-type: none"> A Peer Resource Specialist will be hired. The SAP team will meet monthly to discuss resources, case loads, interventions, and referrals. The Principal will meet weekly with the Counselors, Parent Liaison, Student Advisor, Intervention Specialist, Peer Resource Specialist to communicate expectations and identify short-term goals. The AP will meet regularly with the School Psychologist and SPED department lead to discuss concerns specific to special education 	Principal, AP Lead Counselor Principal AP	September 2007 September 2007-June 2008 September 2007-June 2008 September 2007-June 2008		Ed Fund Grant, Prop H Violence Prevention

<p>students.</p> <p>5. A half-time School Librarian will be added.</p>	Principal	September 2007- June 2008		Prop H (District)
<p>1.7 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • Standardized testing (STAR, CELDT, LALAR), benchmark, and common assessment results will be reviewed on a regular basis and used formatively to improve instruction. <ol style="list-style-type: none"> 1. The IRF will provide teachers with a testing schedule for the year. 2. A calendar, which includes windows for assessment review, for CPT and department agendas will be distributed. 3. The administrators, IRF, and MSTLI Leads will meet at least once monthly to discuss assessment results, targets, staff support, and department meeting/CPT agendas. 4. The Leadership Team will meet twice monthly. Data Review will be a regular agenda item. 5. All standardized and benchmark results will be disaggregated and analyzed by subgroups and grade level. Analysis will include determining progress towards attainment of key standards on the State STAR and CELDT assessments. Results will be inputted and reviewed with staff, students, and parents. 6. Administrators, IRF, coaches, and consultants will meet monthly to review the status of the data-driven instructional model. 	<p>IRF</p> <p>IRF</p> <p>Principal, AP, IRF, MSTLI Leads</p> <p>Principal</p> <p>IRF, Teachers</p> <p>Principal, AP</p>	<p>September</p> <p>September</p> <p>September 2007- June 2008</p> <p>September 2007- June 2008</p> <p>September 2007- June 2008</p> <p>September 07- June 08</p>		

GOAL #2 Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Student groups participating in this goal: EL, GATE and Special Ed students

Performance gains expected for these students: Targeted groups will gain a minimum of 1 point on the school-wide API, as required by SAIT

Means of evaluating progress toward this goal: six-week assessments and standardized tests

Group data needed to measure academic gains: Spring 2007 CST, CAT6, School-wide API

Objective 1:

By the end of the 2007-2008 academic year, all SS and EL students will perform at or above the District average or show 5% improvement on the CST in ELA and Mathematics.

Objective 2

- By the end of the 2007-2008 school year, Horace Mann will meet or exceed its API targets for all statistically significant subgroups: English Language Learners, Latino, African American, SPED, Socio-economically Disadvantaged, and GATE students. Traditionally underperforming subgroups will meet AYP-AMOs.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>2.1 Alignment of instruction with content standards</p> <ul style="list-style-type: none"> • All students will have access to the core curriculum and receive grade level appropriate, standards-based instruction. • EL students who scored basic or below on 2007 ELA and Mathematics CSTs will be assigned to intervention courses by language proficiency level and appropriate extended day classes. • All students will be taught by ‘highly qualified teachers’ with appropriate certification (CLAD, 	<p>Principal, AP</p> <p>AP, Counselors</p> <p>Principal</p>	<p>September 2007- June 2008</p> <p>June 2007- June</p> <p>September 2007- June 2008</p>		

<p>BCLAD, GATE).</p> <ul style="list-style-type: none"> Paraprofessionals will provide direct services to students and assist them in demonstrating learning outcomes. 	Principal, AP	September 2007- June 2008		
<p>2.2 Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> Teachers of EL students, with assistance from a TSA- Bilingual Coach, will use SDAIE strategies and provide systematic ELD. <ol style="list-style-type: none"> A .4 FTE position will be posted and a qualified teacher will be recruited. A survey and assessment will be done to determine individual teacher needs. A coaching plan will be developed. Professional development activities will be scheduled. Regular strategic planning will be done based on results of formative and informal assessments. <ul style="list-style-type: none"> Teachers will implement the following: <ul style="list-style-type: none"> common literacy strategies such as talking to the text; vocabulary and academic language development; culturally responsive teaching practices such as call and response and code switching; and, differentiation of instruction 	<p>Principal</p> <p>AP, IRF</p> <p>AP, IRF</p> <p>AP, IRF</p> <p>Principal, AP, IRF, TSA-Coach</p> <p>Leadership</p>	<p>March 2007</p> <p>September 2007</p> <p>September 2007</p> <p>September 2007</p> <p>June 2007 - September 2008</p> <p>August 2007</p>	<p>\$32,000</p>	<p>ELAP (Carry Over)</p> <p>ELAP</p> <p>ELAP</p>

<ol style="list-style-type: none"> 1. A self-assessment will be done by teachers 2. A professional development plan will be composed. 3. Coaches and consultants will be secured. 4. A tentative implementation schedule will be made and distributed to staff and coaches. 5. A walk-through schedule will be made and distributed to staff and coaches. 6. Regular meetings will be held to discuss progress, as evidenced through classroom walk-throughs. 7. Adjustments to the implementation schedule and additional professional development will be determined. 	<p>Team (for all)</p>	<p>September 2007</p> <p>September-October 2007</p> <p>October 2007</p> <p>October 2007- June 2008</p> <p>November 2007- June 2008</p> <p>November 2007</p>		<p>SAIT</p>
<ul style="list-style-type: none"> • Teachers of special education students will differentiate instruction to meet IEP goals and objectives. <ol style="list-style-type: none"> 1. Teachers will be informed of their special education students, including copies of IEP goals and objectives. 2. A special education teacher will be recruited to be a MSTLI Lead. 3. Special education teachers will participate in CPT meetings to discuss student needs and instructional strategies. 4. Regular meetings with administration and special education department chair will be held. <ul style="list-style-type: none"> • An Early College Awareness or AVID elective will be instituted to put more students on a 	<p>Principal, AP</p> <p>Principal</p> <p>SPED Teachers</p> <p>Principal, AP</p> <p>Principal, AP</p>	<p>August 2007, ongoing</p> <p>August 2007</p> <p>September 2007- June 2008</p> <p>September 2007- June 2008</p> <p>January-June 2008</p>		

college pathway.				
<p>2.3 Extended learning time/increase educational opportunity</p> <ul style="list-style-type: none"> • EL students will be provided after-school tutoring that supports language acquisition and ELD. • An after-school program will be available to all students and offer tutoring, enrichment, and athletics. Additional tutoring programs will be designed around specific academic or language acquisition needs, and recruitment will be organized by a lead teacher. <ol style="list-style-type: none"> 1. A lead teacher will be secured to organize enrollment of students in appropriate programs. 2. A comprehensive tutoring flow chart will be designed to meet the needs of the various subgroups. 3. Teachers, parents, and students will be informed of available opportunities. 4. A Placement Committee will be formed to oversee implementation of the after-school tutoring program. 5. Tutors or tutoring consultants will be hired. <ul style="list-style-type: none"> • Teachers will be recruited to work with a cohort of 6-10 of their students. • Placement Committee will work with After School Program staff to set objectives. 	<p>AP</p> <p>Principal</p> <p>Principal, AP</p> <p>Principal, AP</p> <p>Leadership Team</p> <p>AP</p> <p>Principal, A.S. Coordinator</p>	<p>October 2007- June 2008</p> <p>September 2007</p> <p>September 2007</p> <p>September 2007</p> <p>October 2007</p> <p>June 2007</p> <p>September 2007</p>		<p>Excel Funds</p> <p>ELAP, SES</p>

<ul style="list-style-type: none"> • Interested SES providers will be interviewed and 1-2 providers will be recommended. • Tutoring staff will meet with Placement Committee to plan procedures. <ol style="list-style-type: none"> 6. Intervention placement data, as well as CELDT scores, '07 CST and benchmark assessment results will be utilized to match students to appropriate tutoring option(s). 7. Students will be assigned to tutoring with incentives for participation based on referrals from Grade Level Student Concern meetings. 8. Participation and effectiveness of the tutoring programs will be monitored. 9. The After-School Program will continue to coordinate the various CBOs. 	<p>Placement committee</p> <p>Placement Committee</p> <p>Placement Committee</p> <p>Placement Committee</p> <p>Lead Teacher</p> <p>Principal, After-school Coordinator</p>	<p>September 2007</p> <p>September 2007</p> <p>October 2007</p> <p>October 2007- April 2008</p> <p>September 2007- May 2008</p> <p>September 2007- June 2008</p>		
<p>2.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Professional development activities will be planned for all teachers of EL students on systematic ELD instruction, including ELD standards, and SDAIE strategies. <ol style="list-style-type: none"> 1. Selected teachers will participate in the QTEL Summer Institute. 2. Teachers use Cruncher and OARS to access CELDT data and identify their EL students. 3. A self-assessment of ELD and SDAIE knowledge will be done. 4. A professional development calendar will be developed. Ongoing teacher needs, based on observations and coaching, will be used to inform PD throughout the year. 5. Observations of effective ELD and SDAIE 	<p>Principal</p> <p>Teachers</p> <p>AP, TSA- Bilingual Coach</p> <p>AP</p> <p>AP, TSA-</p>	<p>March-June 2007</p> <p>August 2007- June 2008</p> <p>August 2007</p> <p>August 2007</p> <p>September-</p>		<p>Title 1</p> <p>ELAP</p>

Objective 2

- By the end of the 2007-2008 school year, Horace Mann will have fully implemented all STAR team recommendations.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>3.1 Alignment of instruction with content standards</p> <ul style="list-style-type: none"> • Teachers will complete 6-week lesson plans that follow the pacing guides. • The IRF will publish and distribute a testing calendar for standardized and benchmark assessments. 	<p>Teachers</p> <p>IRF</p>	<p>September 2007-May 2008</p> <p>September 2007</p>		
<p>3.2 Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> • With guidance from the IRF and MSTLI leads, teachers will: <ul style="list-style-type: none"> • administer 6-week benchmark assessments and selection tests in core classes, and embedded assessments in intervention classes; • monitor progress of targeted subgroups and focal students. • use common planning time to review assessment results and Cruncher and OARS data and target standards, students and strategies to meet desired learning outcomes. <p>1. A testing schedule will be developed and</p>				

<p>distributed.</p> <p>2. Working independently and collaborating with each other as well as coaches, teachers will identify key concepts and standards and backmap instruction. Teachers will target specific strategies designed to raise achievement.</p> <ul style="list-style-type: none"> • A buy-back day will be scheduled prior to the official starting date in order for teachers to meet in departments and begin planning. • The CPT agenda will be planned so the ROCI (results-oriented cycle of instruction) is done with each six week unit, culminating in a benchmark assessment. <p>3. Teachers will create 6-week lesson plans that introduce or review the key standards found in the pacing guides.</p> <ul style="list-style-type: none"> • A copy of the lesson plans will be collected at the beginning of each reporting period and kept organized in binders that will be kept in the teacher preparation room. • A copy of the lesson plans will be made available to coaches, consultants, and after-school tutors. • Administrators, IRF, coaches, and consultants will meet monthly to discuss implementation of 6-week lesson and ROCI plans. • The Leadership Team will review the 6-week lesson plans and ROCI plans at the start of each unit. 	<p>IRF</p> <p>MSTLI Leads, Teachers</p> <p>Admin., IRF</p> <p>IRF</p> <p>Teachers</p> <p>IRF</p> <p>IRF</p> <p>Administrators, IRF</p> <p>Leadership Team</p>	<p>September 2007</p> <p>September 2007- June 2008</p> <p>June 2007</p> <p>August 2007</p> <p>September 2007- May 2008</p> <p>September 2007- May 2008</p> <p>September 2007- May 2008</p> <p>September 2007- May 2008</p> <p>September 2007- May 2008</p>		<p>SAIT, EIA-LEP</p> <p>SAIT, EIA-LEP</p>
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<p>4. Teachers will analyze data to determine the effectiveness of the targeted instructional strategies.</p> <ul style="list-style-type: none"> • Teachers will be issued OARS and Cruncher passwords. • Trainings will be planned in accessing data on OARS and Cruncher. • Teachers will analyze data available from 06-07 standardized and benchmark assessments. <p>• Teachers will consistently implement five schoolwide strategies [BBC, engagement (card sort, differentiated questioning), SDAIE (think-pair-share, visuals, sentence frames), <i>Before, during, and after</i> comprehension, and site behavior management plan].</p> <ol style="list-style-type: none"> 1. Strategies will be reviewed with all staff prior to the start of the year. 2. Expectations will be announced through Principal's Expectations and during certificated evaluation orientations. 3. New teachers will be paired with experienced staff for support. 4. Classroom observations will be done to verify the strategies are being uniformly implemented. 5. Coaches and consultants will be informed of the strategies and discussion will take place on how they can support implementation. 6. Additional professional development will be scheduled, as needed. 	MSTLI Leads, Teachers, IRF	October 2007- June 2008		SAIT, EIA-LEP	
	IRF	September 2007			
	IRF	September 2007			
	Teachers	August-October			
	Leadership Team Principal, AP	August 2007		SAIT	
	IRF	September 2007			
	Leadership Team	September 2007- June 2008			
	IRF	September 2007- June 2008		SAIT	
AP	October 2007		SAIT		

<p>7. Staff will be surveyed for individual training in advanced levels of any of the strategies.</p> <p>8. SAIT/PI and STAR walk-throughs will be scheduled. Teams will provide feedback on schoolwide strategies, academic rigor, learning outcomes and student performance and products.</p> <ul style="list-style-type: none"> • Additional schoolwide strategies will be added when implementation is uniform and consistent; until then, new strategies will be added on a department-by-department basis. • Students will receive the required daily instructional minutes, as required by SAIT. • Administration will collaborate with the district on fiscal and personnel resources necessary to implement recommendations. 	<p>IRF</p> <p>Principal</p> <p>Leadership Team</p> <p>Principal, AP</p> <p>Principal, AP</p>	<p>September 2007</p> <p>September 2007- May 2008</p> <p>October 2007- January 2008</p> <p>September 2007- June 2008</p> <p>March 2007- June 2008</p>		
<p>3.3 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Administrators and the IRF will schedule regular department meetings with structured agendas and a process for ensuring follow-up actions. • The Leadership Team and MSTLI leads will take a larger role in planning, communicating, and monitoring of the Academic Plan. <p>1. Grade level MSTLI Leads will be recruited for all three grade levels in at least ELA and</p>	<p>Principal, IRF</p>	<p>March- September 2007</p>		

<p>Math.</p> <p>2. One MSTLI Leads from each content area will participate in Summer QTEL training.</p> <ul style="list-style-type: none"> • QTEL strategies will be presented to staff. • Implementation calendar for QTEL strategies will be set by staff, with specific target dates and feedback protocols. • Additional professional development on QTEL strategies will be decided and scheduled. <p>3. MSTLI will participate in all MSTLI trainings and attend other professional development that will equip them with analyzing data, matching instructional strategies to desired outcomes, and building capacity through collaboration.</p> <ul style="list-style-type: none"> • MSTLI Leads will calendar for the year data review meetings with departments • MSTLI Leads will meet monthly with administrators and IRF individually to discuss objectives and needed support. <p>4. MSTLI Leads will participate in the school Leadership Team, which will meet bimonthly to discuss curriculum and instruction.</p> <p>5. The Leadership Team will set agendas for common planning time and early release day department meetings.</p> <ul style="list-style-type: none"> • A professional development plan will be developed for the year. • The PD plan will be shared and approved by staff. • Coaches and consultants will be found to provide PD. 	<p>Principal</p> <p>IRF IRF, Teachers</p> <p>IRF</p> <p>MSTLI Leads</p> <p>MSTLI Leads</p> <p>Principal</p> <p>MSTLI Leads</p> <p>Leadership Team</p> <p>Leadership Team Leadership Team IRF</p>	<p>July 2007</p> <p>August 2007 August 2007</p> <p>September-October 2007</p> <p>September 2007- June 2008</p> <p>September 2007</p> <p>September 2007- May 2008</p> <p>August 2007- June 2008</p> <p>September 2007- June 2008</p> <p>August- September 2007 September 2007</p> <p>September 2007</p>		
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<p>classes.</p> <ul style="list-style-type: none"> The IRF, coaches, and consultants will monitor and assist with pacing of instruction so grade-level standards are adequately covered. 	IRF	September 2007- June 2008		
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<p>GOAL #4 School Climates: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.</p> <p>Objective #1:</p> <ul style="list-style-type: none"> By the end of 2007-2008, Horace Mann will reduce the number of disciplinary referrals for AA and SS students by 25% as compared to 2006-2007. <p>Objective #2:</p> <ul style="list-style-type: none"> By the end of the 2006-2007, Horace Mann will have reduced the amount of suspensions by 10% for AA and SS students as compared to 2006-2007.
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Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
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<p>4.1 Procedure/activity to improve climate/safety</p> <ul style="list-style-type: none"> • Counselors will implement the school’s progressive discipline procedures. They will issue consequences in a consistent manner, involve parents and other community members, hold SSTs for repeat offenders, and make referrals to counseling conferences and expulsion hearings when violations of education code(s) persist. • Horace Mann will provide alternatives to suspension, such as parent conferences, detentions, conflict mediation, and community service. • Staff will reward students for their good attendance, behavior, academics, and volunteer services through the <i>Hot Stuff Coupon</i> and other positive incentives. Students will be recognized through weekly drawings, monthly award assemblies, hallway displays, newsletters, and field trips. • Staff will focus attention on reducing late arrivals and tardiness and increasing strict adherence to school uniform and dress code policies. • The school will retain the services of two security guards to help supervise the halls during passing periods, patrol the buildings during class time, assist with the yard during lunch, and respond to emergency situations when necessary. 	<p>Counselors</p> <p>Principal, AP, SAP Team</p> <p>Principal, AP, SAP Team</p> <p>Principal, AP, SAP Team</p> <p>Principal</p>	<p>September 2007- June 2008</p> <p>September 2007- June 2008</p> <p>September 2007- June 2008</p> <p>September 2007- June 2008</p> <p>September 2007- June 2008</p>		<p>AB1802</p> <p>Sonoma State Grant</p> <p>WSF</p>
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<p>4.2 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Horace Mann will continue to implement a school-wide behavior plan based on Noah Salzman’s <i>Tools for Success</i>. Teachers with basic classroom management issues will receive ongoing individual assistance; those that master the foundation program will receive advanced training. • Administrators, Counselors, Student Advisor, Intervention Specialist, SRO, and Peer Resource Specialist will work together in the SAP Team to coordinate and provide services to at-risk students, as well as creating an environment where all students feel safe, secure, and supported. • Staff will receive emergency response training from the SRO. 	<p>Principal, AP, Teachers</p> <p>SAP Team</p> <p>SRO</p>	<p>September 2007- June 2008</p> <p>September 2007- June 2008</p> <p>October 2007</p>		<p>SAIT</p>
<p>4.3 Engagement of staff, parents, community</p> <ul style="list-style-type: none"> • The school will work with community organizations and the police and fire departments to identify and respond to concerns of staff, parents, and the community. 	<p>School Emergency Response Team</p>	<p>September 2007- June 2008</p>		
<p>4.4 Auxiliary services for students and parents</p> <ul style="list-style-type: none"> • An after-school program will provide daily 	<p>After School</p>	<p>September 2007-</p>		<p>ExCel- School Health</p>

<p>recreation in a supervised setting.</p> <ul style="list-style-type: none"> • A School Health Team will be comprised and fulfill the requirements of the grant. 	<p>Program Coordinator</p> <p>School Health Team</p>	<p>June 2008</p> <p>September 2007- June 2008</p>		
<p>4.5 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • The SAP team will meet bi-monthly to discuss safety and health issues effecting the school. • The Student Advisor will continue to monitor attendance and implement SART and SARB procedures. • A SSC subcommittee will create a transition plan for changing the school colors. • The school will update its Comprehensive Safety Plan and Emergency Response Plan. 	<p>SAP Team</p> <p>Student Advisor</p> <p>SSC</p> <p>School Emergency Response Team</p>	<p>September 2007- June 2008</p> <p>September 2007- June 2008</p> <p>March 2007, ongoing</p> <p>September 2007, January 2008</p>		

GOAL #5 Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

Objective 1:

Horace Mann will increase attendance by 5-10% at parent conferences and SSC, ELAC, and PTA and other school-sponsored parent meetings and gatherings.

Objective 2:

- By the end of the 2007-2008 academic year, Horace Mann will increase home-school communication to inform parents about student progress and school programs by 15% as compared to 2006-2007.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>5.1 Active parent involvement in decision making process</p> <ul style="list-style-type: none"> • The school will recruit parents to participate in SSC, ELAC, and SAC for elections held in the fall. The Parent Liaison will actively solicit support from interested parents. • SSC meeting will be held monthly. Day care and translation will be provided. • Community Academic Plan meetings will be held in the fall and spring in order to obtain feedback and suggestions from parents and community members. 	<p>Principal, Parent Liaison</p> <p>Principal, Parent Liaison</p> <p>Principal, Parent Liaison</p>	<p>September 2007</p> <p>September 2007- June 2008</p> <p>February-March 2008</p>	<p>\$3,043</p>	<p>EIA-LEP</p>
<p>5.2 Ongoing communication with parents</p> <ul style="list-style-type: none"> • The school will send home a monthly newsletter and calendar and use other means of 	<p>Parent Liaison</p>	<p>August 2007- June 2008</p>	<p>\$2,000</p>	<p>WSF</p>

<p>communication, such as notices, parent information auto-dialer calls, and homework packets. The administration will hold monthly Principal Coffee Chats with parents to discuss progress towards implementation of the Academic Plan</p> <ul style="list-style-type: none"> At the beginning of the year, parents of eighth graders will be informed of graduation requirements and encouraged to participate in the planning of graduation activities. 	<p>Counselors, Parent Liaison</p>	<p>October 2007</p>		
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <ul style="list-style-type: none"> Translator will be available at all parent meetings; written communication such as newsletters and meeting minutes/agendas will be translated for parents. Parent meetings will be held twice yearly for Special Education, EL, and GATE parents to provide them information, answer questions, and elicit recommendations. 	<p>Principal, Parent Liaison</p> <p>AP</p>	<p>September 2007- June 2008</p> <p>October 2007, February 2008</p>		
<p>5.4 Providing education opportunities for parents</p> <ul style="list-style-type: none"> Parent workshops will be held in helping students with homework, health related issues, mathematics, and reading. Speakers from the community will be invited to present information on relevant issues. We will present some of these topics in PTA monthly meetings. 	<p>Parent Liaison</p>	<p>October 2007- May 2008</p>		

<ul style="list-style-type: none"> The Parent Liaison will maintain a Parent Room containing resources, information, and a meeting space for regular parent meetings and educational opportunities. 	Parent Liaison	September 2007- June 2008		
<p>5.5 Involvement of community partners</p> <ul style="list-style-type: none"> Horace Mann will continue its partnership with C-Net who provides tutoring services to our students and instructional materials to our teachers. Parent resources will include information packets and referrals to community services and agencies to support student needs. Counselors and Parent Liaison will provide parents with opportunities to attend programs that will support student learning, health, and development. These partnerships will include the public library, and the after school Community Based Organizations. 	Principal Parent Liaison Counselors, Parent Liaison	September 2007- June 2008 September 2007- June 2008 September 2007- June 2008	\$1,598	Title 1
<p>5.6 Monitoring program implementation and results</p> <ul style="list-style-type: none"> School will document and monitor attendance to parent conferences, workshops, meetings, and school visits. 	Principal, AP, Counselors, Student Advisor	September 2007- June 2008		

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures 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.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*): Faculty
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees DATE: January 25, 2007
 - B. One meeting to present plan upon its completion.
DATE: March 7, 2007
7. This school plan was adopted by the school site council on: March 15, 2006.

Attested:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date