Horace Mann Elementary School

Rosa Alonso Principal
Ana Tam Instructional Coach
Chris Burt ESL Specialist

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Demographics

• Preschool – Gr. 5 Elementary School
• 695 students, 26 classes, 1 RSP, 2 SDC
• 92% Socio-Economic Disadvantaged
• 86% Speak a language other than English
  – 69.2% English Language Learners

• Demographics
  – 49.6% Hispanic
  – 42.9% Caucasian
    (98% Armenian/Middle Eastern)
  – 5.3% Filipino
  – 1.2% Asian
  – 1% other
Schools with similar demographics averaged 783 API, we scored 863.
## Adequate Yearly Progress – Language Arts

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### 2015 ELA SBAC

Overall ELA SBAC | 51% Proficient (GUSD Gr. 3-5 55%)

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Our Path to Improvement & Success

- 2010 & 2016 National Excellence in Urban Education Award
- 2013 & 2014 Campaign for Business and Education Star Honor Roll School
- 2014 CA Title I Academic Achievement Award
- 2016 California Gold Ribbon Award
What contributes to our success?

Determination

“Let us not be content to wait and see what will happen, but give us the determination to make the right things happen.” – Horace Mann

1) How do we determine the “RIGHT THINGS”?
2) How do we…

“MAKE THE RIGHT THINGS HAPPEN?”
How do we determine the RIGHT THINGS?

What our data told us...

- **Reading Comprehension** = area of greatest need. **Vocab. and writing** also = areas of need.
- **Achievement gap** for Hispanic students
- **Inconsistency of instructional practices** in the classroom (curriculum, rigor, lesson delivery and instructional strategies)
What are our “RIGHT THINGS?”

- Instructional Focus
- Focus Standards
- Best Practices
How do we make the RIGHT THINGS happen?

“Right Things”
Instructional Focus

“Make it Happen”
• Communicate it
• Instructional Expectations
• Instructional Leadership Team (ILT)
Our Instructional Focus is Reading Comprehension

The staff at Horace Mann Elementary will collaborate to ensure that all students are provided with research-based instruction that develops their ability to fluently read, comprehend, and analyze a variety of increasingly complex literary and informational text, as well as multimedia. This will be reflected in students’ ability to extract key ideas and details, and cite supporting evidence. Students’ achievement will increase each year as demonstrated through evidence of proficient acquisition of the Common Core Reading standards on school, district, and state assessments.
Horace Mann Elementary School
2015-16 Urgent Message

We are proud of the achievement of our students!

- We were recognized as a Star School on the 2015 and 2014 Foster Rank of the California Business for Education Excellence (BFE) in the high poverty, high performing schools that are closing the achievement gap.
- We had 59% proficient on the State's Satisfactory Assessment in English Language Arts, which is above the state average of 50%. We had 59% proficient in Math, which is above the state average of 53%.
- We are improving the academic performance of our English language, and very delayed English learners. We compared both with district-wide and state-wide trends and found significant differences.

Our Instructional Focus is
Reading Comprehension

The staff at Horace Mann Elementary will collaborate to ensure that all students are provided with research-based instruction that develops their ability to fluently read, comprehend, and analyze a variety of increasingly complex literary and informational text, as well as multimedia. This will be reflected in students' ability to extract key ideas and details, and cite supporting evidence. Students' achievement will increase each year as demonstrated through evidence of proficient acquisition of the Common Core Reading standards on school, district, and state assessments.

We commit to the following BOLD STEPS to make a positive difference in the teaching and learning in our classrooms:

1) Teach students how to summarize key ideas and details, and to cite supporting evidence in order to use writing to strengthen comprehension.
2) Increase students' use of structured academic discussions, including reciprocal teaching, to improve comprehension, communication skills, and use of academic vocabulary.
3) Differentiate feedback depending on the learning goal/purpose of the lesson:
   a) deepen knowledge
   b) learn skills and strategies
   c) develop self-regulation skills
4) Teach students how to construct and answer higher-level questions to improve reading comprehension and math reasoning. Include the use of sentence frames to help students elaborate on their responses.
As the Horace Mann Team strives for excellence, our INSTRUCTIONAL EXPECTATIONS are:

- **Identify, state, and post a specific objective for every lesson.**
  - Post objective so students can see it and teachers can refer to it during the lesson. Students should be able to state the focus of the lesson. Objective is written in lesson plans.

- **Plan lessons that are aligned to CCSS, and that include concise modeling and active engagement of all students in order to check for understanding.**
  - NO hand-raising; instead use activities, such as whiteboards, signals, partner share, and cooperative learning.
  - Make modeling short and concise. Remember O.W.L. time.

- **Promote a growth mindset for all.**
  - Deepen belief that intelligence is not fixed, and effort is the key to success.
  - Be prepared and actively collaborate during professional development to identify learning barriers and plan for options.
  - Make weekly goal setting and reflection a “Must-Do” for students.

- **Use data to fine-tune instruction, including:**
  - Respond to engagement responses by providing:
    1) reinforcement
    2) immediate, specific, and corrective feedback
    3) additional modeling using “How to Do It” Steps
  - Use results from assessments, including Exit Tickets to identify student needs in order to differentiate and reteach.

"Believe and act as if it were impossible to fail!" – Charles Kettering
How do we make the RIGHT THINGS happen?

“Right Things”
Focus Standards

“Make it Happen”
• Yearly Plan
• Universal Access
• Banking Meetings
• Lesson Planning
• Assessment
<table>
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<tr>
<th>Dates</th>
<th>Focus Standards</th>
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<tbody>
<tr>
<td>Aug 26 - Oct 7</td>
<td><strong>RL.1.2</strong> Identify the main topic and retell key details of a text.</td>
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<td><strong>RI.1.3</strong> Describe the connection between two individuals, events, ideas or pieces of information in a text.</td>
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<td><strong>W.1.2</strong> Informative (focusing on RI.1.2) - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
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**Review & Reinforce:**

**RL.1.6** Identify who is telling the story at various points in a text.

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Universal Access

**Purpose** - To provide direct instruction of ELA CCSS with a focus on *reading comprehension standards*, and to provide targeted *small group instruction* by teacher based on specific, assessed needs.

1) reteach monthly focus standard(s)
2) reteach previously taught reading or writing standards based on student needs
3) provide targeted coaching and feedback based on observed results from whole group instruction or from student work.
Universal Access
Small Group Rotations

• Teacher meets with 2-3 small groups during hour UA block
• Independent Practice – Students work on Must Dos/May Dos to practice previously learned reading, writing standards
• One group rotates to computer lab for differentiated CCSS reading practice using i-Ready, and to reduce class size.
Banking Meetings

- **Planning** of Focus Standard Lesson
  Common direct instruction lesson design
  Lesson vs. Activities
    Objectives/"How to Do It” modeling
- **Assessment**
  Common assessment
  Common expectations & rigor
  Plan re-teaching, next steps
# Horace Mann Elementary

## 2015-16 Schedule of Professional Development Meetings

Attendance is expected at all banking meetings from 2:00 – 3:30

<table>
<thead>
<tr>
<th>District Staff Dev. Day</th>
<th>August 6, 2015</th>
<th>SB1193/District Training</th>
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<tr>
<td>Institute Day</td>
<td>August 7, 2015</td>
<td>Instructional Focus Staff Development</td>
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<td>Banking Meeting</td>
<td>August 19, 2015</td>
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<td>Banking Meeting</td>
<td>August 26, 2015</td>
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<td>September 9, 2015</td>
<td>Instructional Focus Staff Development</td>
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<td>Banking Meeting</td>
<td>October 7, 2015</td>
<td>Assessment of Focus Standards #1/Initial Planning Focus Standards #2</td>
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<td>October 14, 2015</td>
<td>Lesson Planning Focus Standards #2</td>
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<td>November 18, 2015</td>
<td>Assessment of Focus Standards #2/Initial Planning Focus Standards #3</td>
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<td>December 2, 2015</td>
<td>Lesson Planning Focus Standards #3</td>
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Professional Development - Grade Level Planning Meeting

Assessment Review Protocol

Purpose: To work as a grade level team to review student assessment results of our monthly UA focus standard, in order to identify strengths and specific reading and writing skills to reteach, and share teaching successes

1) Setting the Stage for Our Work: What do we agree to do as team players? (suggested time 1 minute)
   - Assign roles for this week
   - Facilitator leads us through agenda, keeps us focused, and encourages each team member to share/provide input.
   - Recorder types notes on log and emails copy to teammates, and Ana.
   - Timekeeper helps monitor time to keep our group and individual team members within our time guidelines.
   - Other: Other jobs as assigned by our grade level.

   Our Group Norms Facilitator reviews group norms. At each meeting, we agree to:
   - √ Come prepared to share.
   - √ Listen respectfully (Cell phones off please).
   - √ Actively participate.
   - √ Stay on topic.
   - √ Be positive.

2) What did we accomplish at our last grade level planning meeting? (suggested time 2 min.)
   - Facilitator asks recorder to look in our binder and read
     1) this month’s READING focus standard and
     2) its corresponding open-ended assessment prompt

3) “WOOFs” Up? What do we expect in a response that shows evidence of PROFICIENT understanding AND application of the standard? (suggested time 10 minutes)
   - QUALITIES OF A PROFICIENT RESPONSE - Facilitator asks team members to describe the critical elements/skills that should be demonstrated in a response showing proficient understanding and application of the reading standard. Group comes to consensus on 3 essential skills that should be demonstrated in a proficient response and recorder types it on log, while team members write it on their own scoring sheet.
     (If our grade already has developed a scoring rubric, we will review it with team members and address any questions.)

4) “PAWS and Reflect on Reading”- What proficient and developing skills do we see?
   (suggested time 20 min.)
   - REVIEW STUDENT WORK –
     - Facilitator asks one team member to present the written response of one VIP student.
     - The presenting teacher reads and shows the response of the student, without sharing his/her own observations yet.
     - Using the elements of a proficient response our group selected,
       a) the teacher on the right of the presenting teacher, shares observation about what the student demonstrated in relation to the first critical element we identified. Other team members may share additional observations about the first element.
       b) Then next teacher starts discussion about the 2nd element with the same sample, and others may share additional observations. Repeat same process with the 3rd element.
       c) The presenting teacher jots down notes about each of the key elements on the scoring sheet and then shares own observation.
       d) We discuss what would be next steps for that student to strengthen elements.
     - We come to consensus of how to score the paper based on our discussion of the key elements (4-exceeding standard/thorough, 3-nearly met standard/partial, or 1-not met/minimal).
     - Repeat process with next presenting teacher. If time permits, repeat process with a 2nd paper.
     - Continue until each teacher has presented at least one student work sample.
   (suggested time – no more than 5 minutes per work sample)
Reporting performance on Monthly Focus Standard Assessment

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SUS: 411. 421. 471.
Banking Meeting – Support Staff, Protocols, Gr. Level Google Drive folder with Note
How do we make the RIGHT THINGS happen?

“Right Things”
Best Practices

“Make it Happen”

• Professional Dev.
• Class Observations/Walkthroughs
• Feedback
  Bulletin
  Individual
Focus of our Professional Development is to Improve Instructional Delivery:

**Planning**
WHAT we are going to teach, HOW best to teach it, and HOW we will assess proficiency

1) Grade level collaboration meetings
   - Planning
   - Assessment

2) Common Training Related to **Best Practices**
   - based on class observations & teacher input
Horace Mann’s Definition of ENGAGEMENT:
Teachers plan for active participation in every standards-aligned lesson by involving ALL students in responding.

Teachers use students’ responses to:
- Check for understanding of the objective **AND**
- Provide immediate, specific feedback to:
  1) reinforce correct answers
  2) correct minor errors
  3) determine if reteaching is needed.

**What is it?**

Verb: A quick response by all students that allows the teacher to check for understanding and provide immediate, and specific feedback. It follows teacher modeling/input.

**A comparison…**

It is similar to active participation, but the purpose is to check for understanding to adjust teaching.

- Noisy: Ex. Choral response
- Visible: Ex. All show response
- Quick: Teacher can check responses in a few seconds

Example/Illustration

Teacher asks a question and gives students 3 seconds to think and then write response on white board. At the signal, students hold up white board. Teacher responds, “Great! Everyone wrote the correct answer which is __.”

After chorally reading 2 paragraphs, students are asked to turn to their assigned partner to share the main idea and a supporting detail. Partner A shares; Partner B explains why she agrees or disagrees. Teacher walks around (especially to students who they know are struggling), listens and quickly provides some individual feedback, and then clarifies for all.

**Things to remember…**

- Use during teacher input (explanation/modeling/demonstration) during a direct instruction lesson
- Helps you know if students are ready for guided and independent practice
- Plan a quick engagement activity after you present each key concept within a lesson (i.e. as you “chunk” the big ideas) to keep students focused and to see if they understand that concept before moving on to the next important idea
Horace Mann's Definition of Engagement:
Teachers plan for active participation in every standards-aligned lesson by involving ALL students in responding in order to 1) check for understanding of the objective, and 2) provide immediate, specific feedback.

Teachers' Steps to Understanding Effective Engagement

Step 1 - PLANNING: Teacher plans "What will students be able to demonstrate/do as a result of this lesson?" Teacher thinks: "Which engagement strategy will help me see if all students understood what I taught in this lesson, before I let them work independently?"

Ex. whiteboards, signals, response cards, partner share, timed pair share, choral response, Rally Coach, Robin Robin, Think-Write Round Robin, All-Write Round Robin, Inside-Out Circle, Mix-Pair-Share

PREPARATION - Make sure you have taught students the step-by-step procedures of how you want them to respond during an engagement activity, and what signal you plan to use.

Step 2 - FRONTLOADING & SIGNAL: After modeling and explaining the key concept of the lesson, the teacher quickly reminds students of the expected engagement procedure of how they should respond, and provides a specific cue asking all students to respond.

Students know procedure of how to respond. Teacher states any planned differentiation in how they should respond (ex: ELL may copy partner or repeat what partner says, some students may be asked to move seats to sit next to translator or closer to teacher so she can give them specialized directions)

Step 3 - ACCOUNTABILITY: Teacher monitors students' responses to 1) make sure all responded, and 2) check the accuracy of their response.

Teacher walks around to monitor or checks in with each group of tables. She pays close attention to reluctant learners and beginning ELL.

Step 4 - FEEDBACK: Teacher 1) reinforces why their responses were correct, or 2) provides specific corrective feedback that:
• quickly acknowledges what they demonstrated and
• what they need to do to correct their response.

Reteach whole group
Pull a group for reteaching later
Provide additional practice to increase percent of students with correct answer
Move on to independent practice.

Step 5 - NEXT STEPS: Based on the number of correct responses, teacher decides what to do next.
"Mann-friendly" Definition of FEEDBACK:
Useful information about what the student did related to the learning objective.

Confirming Feedback = Feedback highlighting what student did to get correct answer.
Corrective Feedback = Feedback describing error made by student + Coaching

What is it?
Useful information about what student did related to the learning objective.

A comparison...
It is similar, but is not PRAISE or BLAME.

Corrective Feedback
Ex. = "You shared a detail, not a main idea. Remember to use the topic sentence and headings to help you find main idea."

Confirming Feedback
Ex. = "This time you remembered to confirm your prediction using information in the text, not just from your own experiences!"

Things to remember...
• "The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback'." (Hattie, 1992)

• Feedback describes what students did. This helps them become aware of the error they made, so they can be more careful of NOT making the same mistake again.

• Praise may follow or precede feedback, and it should focus on students' effort. Try to avoid "I like the way you..." statements, instead use "You did..." to reinforce students' ownership of their actions.

• The best feedback that improves student learning is connected to the objective, descriptive, specific, immediate, and corrective.

• When providing corrective feedback, try to connect specifically to the learner objective and the HOW-TO-DO-IT steps. (for ex. "Look at our How To Do It Steps, you forgot to do step 3. Try it again."
<table>
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<tr>
<th>Horace Mann's Best Practices</th>
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**Focus on Standards**
- All lessons have an objective directly related to a grade level standard.

**Engagement**
- Teachers plan for active participation in each standards-aligned lesson by involving ALL students in reading or responding. Teachers use students' responses to check for understanding of the objective and adjust teaching.

**Research-based Comprehension Strategies**
- QAR - Reciprocal Teaching - Fluency Practice
  - We promote reading comprehension by developing fluency, and using QAR and Reciprocal Teaching to teach grade level standards.

**Teacher**
- States, explains, and reminds students of standard focus during lesson
- Ends lesson by linking the standard to closure activity

**Students**
- Show awareness of the lesson's standard
- Can state concept/standard of the lesson and know why they are working on the activity

**Room Displays/Work**
- Posted standard of lesson
- Posted “Kid-friendly” standard
- Monthly Comprehension Focus Standards
- Displays of student work with posted standard
- Standard written on worksheet when not part of core program
- Other

**Research-based Comprehension Strategies**
- **Teacher**
  - Monitors response and provides specific feedback
  - Adjusted lesson and provided extra support that was directly related to students' responses during purposeful engagement activities
  - Uses a clear procedure/routine to prompt the response of all students

- **Student Response**
  - White boards
  - Signals, ex. Thumbs up
  - Choral response/reading
  - Partner response/reading
  - Cooperative groups/Collaborative response
  - Quickwrite/journal response
  - Other

- **Reciprocal Teaching/QAR/Fluency**
  - (Use codes: R, Q, F)
  - **Teacher**
    - Teacher-directed lesson
    - Use of strategy was connected to a specific standard
  - **Students**
    - Can explain how to use strategy
    - Use strategy independently
    - Use references or props (ex. Cards, bookmarks, guide sheets)
    - Practice fluency
      - Partner reading, repeated reading, timed reading
    - Aware of A.P.E. (Fluency - Focus on accuracy, pacing, & expression)

- **Room Displays/Work**
  - Student work - notebooks/journals/bd.
  - Reciprocal Teaching/QAR/Fluency Posters
  - RT/QAR/Fluency Graphic organizers, “4 door” chart, etc.
  - Other

**Notes**
Small Group Instruction during UA - Working with students in a small group during UA is critical in order to address the specific needs of each of our students. Differentiating and targeting instruction based on your monitoring and formal and informal assessments is the focus of this important block of time....When students are not proficient, prioritize what are biggest struggles for them. Here is an example of a chart a teacher uses to state the objective she is focusing on with her small group. The objective might not be the same for all students so she lists all the objectives that students are struggling with and uses a paw to show which skill she is focusing on for that group.
Reflect: Are we still focused on the “RIGHT” things?

Reflect on current practices
  Instructional Priorities
  ILT Retreat

Data to determine next steps
  Urgent Message and Bold Steps
  Data Meetings with Principal
  Intervention Plans
Annual “Good News” and “Urgency Statement”

Horace Mann Elementary School
2015-16 Urgent Message

WE ARE PROUD OF THE ACHIEVEMENT OF OUR STUDENTS!

+ We were recognized as a Star School on the 2013 and 2014 Honor Roll of the California Business for Education Excellence, which honors high poverty, and high performing schools that are closing the achievement gap.

+ We had 51% proficient on the Smarter Balanced Assessment in English Language Arts, which is above the state average of 44%. We had 42% proficient in Math, which is above state average of 33%.

+ We are improving the achievement of our English learners, and socio-disadvantaged students. We surpassed both state and district rates of proficiency for these groups.

However, we recognize some challenges we need to address.

- Even though we are helping our sub-groups to improve, the achievement gap increased for our ELL, Hispanic students, and boys.

- Based on the SBAC test, our lowest area in gr. 3-5 ELA continues to be reading, and it is the widest gap when compared to overall GUSD performance.

- Overall, our school’s lowest area on the i-Ready ELA diagnostic test this year, is vocabulary.
Annual Priorities: Our “BOLD STEPS”

We commit to the following BOLD STEPS to make a positive difference in the teaching and learning in our classrooms:

1) Teach students how to summarize key ideas and details, and to cite supporting evidence in order to use writing to strengthen comprehension.

2) Increase students’ use of structured academic discussions, including Reciprocal Teaching, to improve comprehension, communication skills, and academic vocabulary.

3) Differentiate feedback depending on learning goal/purpose of the lesson:
   a) deepen knowledge
   b) learn skills and strategies
   c) develop self-regulation skills

4) Teach students how to ask and answer higher level questions to improve reading comprehension and math reasoning. Include the use of sentence frames to help students elaborate their responses.
Reflect: Are we still focused on the “RIGHT” things?
How do we make the RIGHT THINGS happen?

• **Instructional Focus**
  Communicate it, ILT, Instruction Expectations

• **Focus Standards**
  Yearly Plan, Universal Access Time, Banking Meetings
  (Lesson Planning, Assessment)

• **Best Practices**
  Professional Dev., Observations/Walkthroughs, Feedback
Determination

Let us not be content to wait and see what will happen, but give us the determination to make the right things happen.  
- Horace Mann