



Mann Elementary

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Located on Education Hill between Redmond Middle and High Schools, Mann Elementary is a walking elementary school where community is highly valued. Often families choose to live in this area of Redmond because their children can walk to Mann Elementary, Redmond Middle and High Schools no matter what grade they are attending.

Originally built in 1963, and rebuilt in 2003, Mann continues to have a positive reputation in the community for meeting students’ needs. Staff knows that each student is an individual and helps them meet their full potential. We offer high quality instruction and several programs that better help us address student need. Mann serves students with diverse backgrounds and learning needs. Mann offers differentiated instruction in general education, but also offers highly capable, Resource Room Special Education, Learning Center Special Education, and English Language Learner programs. Our community reflects the increased diversity of international families in the Redmond region, with Russian, Mandarin, Hindi, and Hebrew being the most common languages spoken in the home, other than English. As a community, we are continually looking towards improvement.

At Mann, teachers work collaboratively in teams to look at student work and results from common assessments in order to make stronger instructional decisions for their students. Every year, we analyze data, write goals, and collect data for our School Improvement Plan (SIP). Often staff and community members look at Panorama, FastBridge and SBA scores, since they offer a standardized look at student progress. State and nationwide assessments, like the WCAS and SBA, also allow us to see how we are doing in comparison to other schools. The results from this assessment show that Mann continues to out-perform the state average. Staff continue to make their focus on student learning and understand that effective teaching strategies are critical in our students’ growth and progress.

Mission Statement: *The Horace Mann Community provides a safe, respectful environment where individuals reach their full potential in learning and citizenship.*

Demographics:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		461	387	381	354
Racial Diversity (%)	American Indian/Alaskan Native	0.0%	0.0%	0.0%	0.0%
	Asian	27.1%	30.7%	32.5%	36.4%
	Black/African American	1.1%	1.6%	1.0%	1.1%
	Hispanic/Latino of any race(s)	6.9%	5.4%	6.3%	6.2%
	Native Hawaiian/Other Pacific Islander	0.2%	0.0%	0.0%	0.0%
	Two or more races	7.6%	8.0%	10.2%	8.5%
	White	57.0%	54.3%	49.9%	47.7%
Students Eligible for Free/Reduced Price Meals (%)		3.5%	2.6%	3.7%	3.4%
Students Receiving Special Education Services (%)		16.5%	17.6%	16.5%	16.1%
English Language Learners (%)		7.6%	9.0%	12.6%	11.9%

¹ LWSD School Board Approval on <insert date>

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1		
Priority Area	Mathematics	
Focus Area	Math Performance on FastBridge, focusing on the domain of Numbers and Operations.	
Focus Grade Level(s)	Grades 3 rd -5 th (2021-2023)	
Desired Outcome	For Grades 3-5, 90% of students will score No Risk in the Spring 2023 FastBridge Assessment in Numbers and Operations.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment	
Data and Rationale Supporting Focus Area	Our goal is geared toward Numbers and Operations in grades 3-5 to provide a strong foundation for math skills in years to come. Fall 2021-2022 FastBridge Screener: 3 rd -5 th : 86% No Risk (BOY 2021) Goal: 90% No Risk (EOY 2023)	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	PGE Goal and focus on Numbers and Operations (3 rd and 4 th).	Teachers will progress monitor students throughout the year.
	Illustrative Mathematics (IM) Curriculum.	Daily instruction tied to standards. Professional learning sessions from district on math curriculum.
	Math Centers (IM).	Students participate in math centers weekly.
	PGE Goal and focus on Numbers and Operations (3 rd and 4 th).	Teachers will progress monitor students throughout the year.
	Illustrative Mathematics (IM) Curriculum.	Daily instruction tied to standards. Professional learning sessions from district on math curriculum.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	FastBridge, Illustrative Mathematics (IM), IM/District Assessments, Progress Monitoring,	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	EL Performance on the Fastbridge Assessment	
Focus Grade Level(s)	Grade K-2	
Desired Outcome	For grades K-2, 88% of students will score at minimal or low risk for the Fastbridge Assessment in Spring of 2020.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment	
Data and Rationale Supporting Focus Area	<p>Our goal is geared toward fluency in grades K-2 to provide a strong foundation for reading skills in years to come.</p> <p>Fall 2021-2022 School Year Fastbridge Assessment: Kindergarten: 82% 1st grade: 82% 2nd grade: 94%</p> <p>Average: 86% Goal: 88%</p> <p>Other Rationale: Reading fluency is a foundational skill that needs to be mastered alongside comprehension.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	1 st and 2 nd grade teachers use monthly oral fluencies to track reading progress. 3 rd -5 th grade teachers will also give regular fluency assessments to continue growth. Teachers will be clear in defining fluency as rate, accuracy and prosody.	1 st and 2 nd grade teachers will give an A-Z Reading Fluency passage to measure oral fluency at least once per month as needed.
	K-2 Teams will align PGE Goals to Reading Standards to promote oral reading fluency.	Analyze Fastbridge sentence reading for some risk, high risk, low risk and minimal risk.
	Teachers will post vocabulary, essential questions and utilize wall space as visual, language resources	For grades K-5, 80% of teachers will utilize their wall space as resources that MLs can access and refer to them in their lesson.
	There will be pull-out support for ML students that is aligned with teachers' instruction.	Teachers are communicating with ML coordinator regularly to discuss place in the curriculum.
	Kindergarten students will use Zoo Phonics.	Teachers will progress monitor students three (3) times per year

		and more often for students of need.
	Kindergarten and first grade teachers will use Heggerty to teach phonemic awareness.	Measured through the Fastbridge assessment.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	Fastbridge Assessment (Fall, Winter, Spring), A-Z Reading Fluency Passages, Zoo Phonics	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Social Emotional Learning	
Focus Grade Level(s)	Grades 3-5	
Desired Outcome	Increase in students feeling able to cope with challenging emotions (anxiety, anger, sadness and loneliness) as measure by the Panorama student Survey.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	Based on the May 2021 Panorama survey of 3 rd -5 th graders at Mann Elementary, 28% of students responded unfavorably in terms of the lower frequency that they experience “positive emotions”, and 32% of students responded unfavorably that they experience “challenging feelings”.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Staff analysis of Panorama data (Fall and Spring).	Number of meetings where Panorama data is reviewed and discussed.
	Opportunity for staff training with additional resources: Social Express, Cool School – grades 3-5), Purposefull People, mentor texts lists that address big feelings, district provided resources.	Number of meetings and LEAP days where staff are trained on additional SEL resources.
	Survey teachers – What SEL skills do you feel students need?	Survey for staff about SEL needs.
	Cross grade level discussions with strategies that have worked with students in previous years.	Amount of cross grade level collaboration time allotted.
	Create a building plan that includes how much time each week is spent on SEL instruction (Purposefull People).	Clear plan school-wide of expected amount of SEL instruction daily/weekly.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	Surveys, observations, Panorama data (2x/year), monitor that we are incorporating trainings.	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Spring Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was not met.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.³ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Parent Review	By October 25, 2021, a small group of parents will read and offer feedback on the 2021-22 SIP.
	Parent Engagement	Monthly meetings with PTSA leadership, conferences and face to face conversations.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	SIP presented at general PTSA meeting	By March 2022, the SIP will be shared at a general PTSA meeting.
	Parent and community communication	Weekly a newsletter is published that highlights engagement events and school priorities.

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>