

HORACE MANN ELEMENTARY

School Improvement Plan

Annual Update: 2022-23

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 Multi-Language Learner programs. Social-Emotional instruction is also embedded in our daily routines. 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.

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	ELA	K-2nd	For K-2, 85% of students will score at minimal or low risk for the FastBridge Assessment in Spring 2023.
2	Math	4th-5th	For Grades 4-5, 90% of students will score No Risk in the Spring 2023 FastBridge Assessment in Numbers and Operations.
3	Social and Emotional	3rd-5th	By Spring of 2023, 65% of all 3 rd -5 th grade students will report the are able to regulate their emotions on the Panorama survey.

¹ LWSD School Board Approval on <insert date>

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	English Language Arts/Literacy								
Focus Area	EL Performance on the FastBridge Assessment								
Focus Grade Level(s) and/or Student Group(s)	Grade K-2								
Desired Outcome	For K-2, 85% of students will score at minimal or low risk for the FastBridge Assessment in Spring 2023.								
Alignment with District Strategic Initiatives	MTSS								
Data and Rationale Supporting Focus Area	<p>Our goal is geared toward phonemic awareness in grades K-2 to provide a strong foundation for reading skills in years to come.</p> <p>Fall 2022-2023 School Year Fastbridge Assessment: Kindergarten: 89% 1st grade: 65% 2nd grade: 88%</p> <p>Average: 81% Goal: 85% Other Rationale: Phonemic Awareness is a foundational skill that supports the comprehension of texts.</p>								
Strategy to Address Priority	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; padding: 5px;">Action</th> <th style="width: 50%; text-align: center; padding: 5px;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Kindergarten, 1st and 2nd grade teachers will utilize the Heggerty phonemic awareness curriculum whole class to support phonemic development for students.</td> <td style="padding: 5px;">As measured by attestation of staff and observations of administrators.</td> </tr> <tr> <td style="padding: 5px;">Kindergarten will continue use of the Zoophonics curriculum to support continued development of phonemic awareness.</td> <td style="padding: 5px;">Teachers will observe students understanding of the letter sounds through whole class participation/implementation.</td> </tr> <tr> <td style="padding: 5px;">Students will participate in targeted, direct instruction, small groups with district approved curricular materials to support phonemic awareness development, in collaboration with Safety Net and ML support services.</td> <td style="padding: 5px;">As measured by attestation of staff and observation of administrators with student participation noted and measured through completion of the MOY and EOY phonemic awareness FastBridge earlyReading in K and 1.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Kindergarten, 1 st and 2 nd grade teachers will utilize the Heggerty phonemic awareness curriculum whole class to support phonemic development for students.	As measured by attestation of staff and observations of administrators.	Kindergarten will continue use of the Zoophonics curriculum to support continued development of phonemic awareness.	Teachers will observe students understanding of the letter sounds through whole class participation/implementation.	Students will participate in targeted, direct instruction, small groups with district approved curricular materials to support phonemic awareness development, in collaboration with Safety Net and ML support services.	As measured by attestation of staff and observation of administrators with student participation noted and measured through completion of the MOY and EOY phonemic awareness FastBridge earlyReading in K and 1.
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	Teachers will administer read alouds, highlighting the structure of language (auditorily highlighting: rhyming, sentence segmentation, syllables) to support the development of students' phonological awareness.	As measured by attestation of staff and observation of administrators.
	Students indicated to need more intensives literacy support will receive access to Lexia to develop phonemic awareness.	As measured by attestation of staff and observation of administrators. Lexia will also track usage and student growth.
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	Students will receive MOY and EOY assessments from FastBridge to measure growth in Phonemic Awareness, as well as formative assessments provided by district curricular materials and teacher observable data.	

Priority #2

Priority Area	Mathematics													
Focus Area	Math Performance on FastBridge, focusing on the domain of Numbers and Operations													
Focus Grade Level(s) and/or Student Group(s)	Grades 3 rd -5 th (2021-2022) Grades 4 th -5 th (2022-2023)													
Desired Outcome	For Grades 4-5, 90% of students will score No Risk in the Spring 2023 FastBridge Assessment in Numbers and Operations.													
Alignment with District Strategic Initiatives	MTSS													
Data and Rationale Supporting Focus Area	<p>Our goal is geared toward Numbers and Operations in grades 3-5 to provide a strong foundation for math skills in years to come.</p> <p>Fall 2021-2022 FastBridge Screener: 3-5th: 86% No Risk (BOY 2021) 4-5th: 87.4% No Risk (BOY 2022) Goal: 90% No Risk (EOY 2023)</p>													
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Small Groups	Pulling small groups of students based on content understanding.													
Timeline for Focus	Fall, 2021 - Spring, 2023													
Method(s) to Monitor Progress	FastBridge, Illustrative Mathematics (IM), IM/District Assessments, Progress Monitoring, DreamBox													

Priority #3

Priority Area	Social and Emotional	
Focus Area	To improve student self-reported emotional regulation.	
Focus Grade Level(s) and/or Student Group(s)	3rd-5th	
Desired Outcome	By Spring of 2023, 65% of all 3 rd -5 th grade students will report they are able to regulate their emotions on the Panorama survey.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>Panorama -55% of Mann 3rd-5th grade student report they are able to regulate their emotions.</p> <p>FIA – Staff leaders identified areas 4.3 (Our school identifies and prioritizes behavioral and social-emotional instruction and support based on analysis of multiple data sources) and 4.2 (Our school provides multi-tiered instruction and support based on functions of behavior and social-emotional learning with fidelity) as growth areas.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	A campaign to educate and reinforce positive character traits each month that include behavior expectation videos shown and posters hung around the school	As measured by attestation of staff and observations of administrators
	All teachers will use the Purposeful People curriculum to teach social-emotional skills.	As measured by attestation of staff and observations of administrators
	All staff will use the school student recognition system (which includes Colt Compliments, Perseverance Board and Mannerly Awards).	Weekly data will be compiled of these awards, tracking who gets them and the amount given
	Calming Corners implemented in each class	As measured by attestation of staff and observations of administrators.
	Colt Teamworks and counselling small groups implemented, targeting identified students	As measured by attestation of staff, observations of administrators and number of students participating in Colt Teamworks or a counseling small group focused on emotion management.
	IA connection time and check in times targeting identified students	As measured by attestation of staff and observations of administrators and # of students participating.
	All classes will receive a minimum of 2 counseling lessons by the school counselor specifically	Number of classroom counseling lessons focused on emotion identification and management.

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Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	Spring Panorama data, BEISY and Spring FIA	

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.

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.² 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 31, 2022, a small group of parents will read and offer feedback on the 2022-23 SIP.
	Parent engagement	Monthly meetings with PTSA leadership, conferences, and face to face conversations.

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Parent review	By October 31, 2022, a small group of parents will read and offer feedback on the 2022-23 SIP.
	Parent engagement	Monthly meetings with PTSA leadership, conferences, and face to face conversations.
	Staff development of SIP	All certificated and some classified staff were involved in the data review and development of SIP.
	Staff Review of SIP	All certificated and some classified staff will be involved in the progress monitoring and final review of SIP data.