

# Horace Mann Elementary School

## School Improvement Plan

### Annual Update: 2023-24

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Originally built in 1963, Horace Mann Elementary School is located on Education Hill in Redmond, Washington. Situated between Redmond Middle School and Redmond High School, the 2003 rebuild serves a diverse community and is committed to excellence. Our core values are summarized as the Colt 5. These characteristics are safe, kind, respectful, responsible, PurposeFull People. Our school partners with the Pantry Pack program to support families in need. In addition, our school provides extra-curricular enrichment activities including coding, dance, yoga, chess, martial arts, and basketball. The staff at Horace Mann offer high quality instruction, differentiating to create a wider variety of access points for students. Like schools across the district, we provide intentional support for multilingual learners, social-emotional learning, highly capable learning, special education, and safety net. Horace Mann is also newly home to one of the LWSD’s thirteen Pull-Out Quest programs for 2<sup>nd</sup> through 4<sup>th</sup> grade. At Horace Mann, teachers work collaboratively in teams to look at student work and results from common assessments in order to make stronger instructional decisions for students.

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

#### 2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	ELA	K-2 Phonics	<b>92% of K-2 students will meet or exceed benchmark as measured by FastBridge data</b>
2	Math	K-5 Numbers & Operations	<b>90% of K-5 students will meet or exceed benchmark as measured by FastBridge data</b>
3	SEL	K-5 Sense of Belonging	<b>A positive increase in the percent of students feeling like they are valued members of the school community as indicated on the upcoming Spring 2023 Panorama survey.</b>

<sup>1</sup> 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.

<b>Priority #1</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Phonics	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-2	
<b>Desired Outcome</b>	92% of K-2 students will meet or exceed benchmark as measured by FastBridge data.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	Currently 85% of K-2 students are meeting or exceeding benchmark as measured by FastBridge. We want to focus on our students who are showing the need for additional or different opportunities to grasp concepts so they can experience continued success. We are considering our full inclusion and students working on individualized goals.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	K Supplemental Zoo Phonics	K FastBridge letter sounds assessment and nonsense words
	K-1 Nonsense Word Practice	K & 1 <sup>st</sup> FastBridge assessment
	K-2 Phonics Assessments	Foundational Skills
	K-2 Safety Net Small Groups	FastBridge Progress Monitoring
	K-2 ML Small groups	WIDA assessment
	IA & Parent Volunteers facilitating intervention groups	Read Naturally Graphs
	Wonders whole group and small group instruction	Unit Assessments
	2 <sup>nd</sup> grade Words their Way supplemental	2 <sup>nd</sup> grade weekly assessments
	K-2 Wonders Spelling Patterns	1 <sup>st</sup> grade weekly assessments
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge, Wonders data	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Numbers & Operations	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5	
<b>Desired Outcome</b>	90% of K-5 students will meet or exceed benchmark as measured by FastBridge data.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	Currently 88% of K-5 students are meeting or exceeding benchmark as measured by FastBridge. We want to focus on our students who are showing the need for additional or different opportunities to grasp concepts so they can experience continued success. We are considering our full inclusion and students working on individualized goals.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Assign aligned IM lessons in Dreambox	Run monthly reports
	Provide professional development opportunities including Dreambox, BTC book study, and PSESD presentation	Staff members present during LEAP or staff meeting to share the learning
	WINN groups: -Multiplication fact fluency -Play/game-based activities -K-5 Utilize IM centers (supports fluency piece)	Monthly survey for teachers Unit assessments
	Engage families/community in math-themed events (such as Math Family Night and/or math traveling museum)	Staff and family survey
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	FastBridge, Illustrative Math data	

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Sense of Belonging	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Increase sense of belonging for all students	
<b>Desired Outcome</b>	A positive increase in the percent of students feeling like they are valued members of the school community as indicated on the upcoming Spring 2023 Panorama survey.	
<b>Alignment with District Strategic Initiatives</b>	Inclusion	
<b>Data and Rationale Supporting Focus Area</b>	67% of 3 <sup>rd</sup> -5 <sup>th</sup> grade students indicated feeling like they are valued members of the school community on the Fall 2023 Panorama survey.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	The school counselor will facilitate multiple small groups focused on friendship throughout the school year.	Number of small groups run, number of students participating
	The school counselor will teach at least 2 Second Step anti-bullying lessons in every classroom by the end of the school year.	Counselor lesson schedule
	The school counselor will reach out to other elementary schools in LUSD with high sense of belonging ratings on the Panorama survey to gather ideas and resources for future implementation at Mann Elementary.	Communication between counselor and other schools, ideas list generated from communication
	The school counselor and MTSS coach will plan, and lead staff training focused on fostering a sense of belonging for students.	LEAP schedule with time for focus on sense of belonging
	Each grade level will plan at least one activity between every class in the grade level that encourages mixing among classes and building potential friendships.	Number of grade-level activities including every class
	Each class will have a big/little buddy classroom and teachers will facilitate multiple activities throughout the year with their buddy classroom.	Number of big/little buddy activities between each partnership
	All staff will help teach and reinforce Colt 5 lunchroom	Displaying Colt 5 expectations in lunchroom, staff reteaching expectations

	<p>expectations with the goal of progressively allowing more independent choice for student seating in the lunchroom.</p> <p>PurposeFull People lessons taught by teachers</p>	<p>for lunchroom both in classroom and in lunchroom</p> <p>Survey for teacher to measure frequency</p>
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FIA, Panorama	

## 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.<sup>2</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Family/Principal Coffee Talk	Fall of each year and ongoing
	PTSA/Principal Meetings	Monthly
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Post the SIP on our school website	Every January
	Share a link to the SIP in the MANNager school newsletter	Every January
	Principal Coffee Talk: discuss sense of belonging (and other topics) and	Multiple Coffee Talk sessions each year

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

	generate strategies to achieve our SIP goals	
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