

Horace Mann Elementary School

School Improvement Plan

Annual Update: 2025-26

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

SCHOOL OVERVIEW

Description: Horace Mann Elementary School sits at the peak of Education Hill, in Redmond, Washington. Characterized by a deep sense of connection to the community, the school prides itself on building meaningful, long-lasting relationships with the students and families who learn here. We work to instill, embody, and celebrate core values outlined in the “Colt 5.” These values include promoting relationships that are safe, kind, respectful, responsible, and reflect the characteristics in PurposeFull People. This school houses the largest number of students identified for the Highly Capable program’s full time Quest, and partners with the PTSA to offer a robust enrichment program, extending and enriching the academic program. As schools across the district do, Mann offers support for students who meet qualification criteria for special education, multi-language learning, safety net, and classroom-based extension for students identified as gifted. Teachers work collaboratively to ensure that each student’s needs are met – we are a team, in partnership with caregivers, here to assure that each student experiences success.

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

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K - 2	All students will demonstrate one year’s growth in reading.
2	Mathematics	3 – 5	All students will demonstrate one year’s growth in Math.
3	Social Emotional Learning	K - 5	Increase the percentage of students who incorporate self-regulation strategies regularly and self-report that they are using these strategies on the Spring 2026 Panorama

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	Literacy	
Focus Grade Level(s) and/or Student Group(s)	Kindergarten through Fifth Grade	
Focus Area	General Reading and Reading Fluency	
Desired Outcome	All students, K – 5 demonstrate one year’s growth using measures that include FastBridge and classroom-based measures.	
Current Data Supporting Focus Area	97% of Kindergarten students demonstrated no risk indicators on Fall earlyReading assessment. 79% of First grade students demonstrated no risk indicators on Fall earlyReading assessment. 96% of students in grades 2 through 5 demonstrated no or low risk on Fall aReading assessment.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implementation of science-based reading instruction, using curricular materials and practices. - Block schedule - Continuum of support - Evidence based and IMC approved materials - Whole group and targeted small group instruction.	- Review of schedule - Entry and exit criteria for accessing Tier 2 and 3 supports. - Inventory of curricular tools that are used. - Observation notes from reading instructions.
	Professional learning and inquiry cycles to support teacher clarity on standards, explore rigor, and promote higher order thinking tasks.	Professional learning agendas, meeting minutes, and supporting materials.
	Small group instruction for differentiated learning that targets skill development.	Classroom and grade level data gathered through professional learning community collaboration.
	Provide systematic phonics instruction for students in kindergarten through second grade using Heggerty for whole group and UFLI for small group instruction.	- Coordinated support for learners through collaboration with special education teachers and multi-language learners. - Student reflections and monitoring of their own progress.

	Provide regular practice and monitoring to develop fluency.	• Ongoing monitoring and data collection at the classroom level. • Student progress documented through Lexia.
	Expand access to enrichment activities through choice projects and menus, novel studies, and research projects.	• Professional learning and support for challenging students identified as highly capable.
	Coaching cycles to engage teachers in cycles of inquiry that promote exploration of best practices for Tier 1, 2 and 3 support and intervention.	• High level summary of coaching cycle topics.
	Building funds allocated to support professional learning tied to literacy.	• Review of budget • Professional learning agendas
Strategy to Engage Students, Families, Parents and Community Members	1. Gather caregiver input at key events throughout the year. 2. Conferences – explore prompts that deepen caregiver input to their student’s experience. 3. Invite caregivers to provide support during small group instruction. 4. Open house slides that highlight standards for each grade level. 5. Share student progress on Lexia and Building Readers newsletters in home communication (Mannager).	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	See measures of fidelity Review of student progress in FastBridge and Lexia PLC review of data and action items. FastBridge growth reports following MOY and EOY assessment windows.	

Priority #2

Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	K - 5	
Focus Area	Operations	
Desired Outcome	100% of students, K – 5 demonstrate one year’s growth using measures that include FastBridge and classroom-based measures.	
Current Data Supporting Focus Area	94% of students, grades K – 1 demonstrated no or low risk on FastBridge earlyMath. 93% of students in grades 3 through five demonstrated no or low risk on FastBridge aMath.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Professional Learning and Inquiry cycles to support teacher clarity on standards, explore rigor, and promote higher order thinking tasks.	Professional learning agendas, meeting minutes, and supporting materials.
	Professional learning and coaching cycles that foster mathematical thinking (Building Thinking Classrooms)	- Professional learning agendas - High level summary of topics explored in coaching cycles.
	Implement instructional strategies that engage students in deep mathematical thinking and tasks, including number talks and problem-solving tasks.	Classroom observations
	Expand access to enrichment activities through choice projects and menus, challenge problems and enrichment projects.	Professional learning agendas and data sets.
	Provide systematic instruction and intervention to address student learning needs through Tier 1, 2 and 3 instruction, through small group instruction.	- Intervention plans tied to success criteria. - Classroom based formative and summative assessment data
	Targeted, individual supports provided during intervention blocks (What I Need Now – WINN)	- Grade level data - Observation of small group instruction and activities.
	Coaching cycles to engage teachers in cycles of inquiry that promote exploration of best practices for tier 1, 2 and 3 support and intervention.	High level summary of coaching cycle topics.
	Building budget allocated to support professional learning in mathematics.	Review of budget

Strategy to Engage Students, Families, Parents and Community Members	1. Math Challenge program 2. Math Night 3. Share Illustrative math parent resources. 4. Share strategies and games in newsletters.
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	See measures of fidelity Review of student progress in FastBridge and Lexia PLC review of data and action items. FastBridge growth reports following MOY and EOY assessment windows.

Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	Grades 3 through 5	
Focus Area	Self-regulation and sense of belonging.	
Desired Outcome	Increase in the percent of students who incorporate self-regulation strategies regularly and self-report that they are using these strategies on the Spring 2026 Panorama survey.	
Current Data Supporting Focus Area	54% of students responded favorably that they are able to self-regulate. This is an increase of 4% from fall. Student responses to questions about self-regulation continue to indicate that this is an area of need.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Develop agreements about what happens during SEL block (provide a menu of options)	Notes from ad-hoc meeting, shared agreements.
	Schedule regular events that bring students from Quest programs together.	- Review calendar - Student feedback on these events.
	Professional learning on implementing community circles and restorative practices	Professional learning agendas.
	Develop and pilot common lessons presented during SEL blocks.	Review of implementation plan.
Strategies to Engage Students, Families, Parents and Community Members	1. Conversations during family connections meetings, held in September and January 2. Caregiver input gathered in August and September. 3. Caregiver are partners in the school's Equity team. 4. Implement positive contact using the telephone. 5. Staff members accessing translators and translation tools to facilitate engagement.	
Timeline for Focus	Fall, 2024 - Spring, 2026	
Method(s) to Monitor Progress	See measures of fidelity Review of Spring 2026 Panorama Survey responses.	

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.