Mann Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

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 DIBELS, MSP 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:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		483	460	387
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.0
	Asian	27.1	27.4	31.3
	Black/African American	1.7	1.1	1.6
	Hispanic/Latino of any race(s)	7.0	7.0	5.4
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	7.9	7.4	8.0
	White	56.1	57.0	53.8
Students Eligible for Free/Reduced Price Meals (%)		4.5	2.6	4.1
Students Receiving Special Education Services (%)		14.4	15.7	17.7
English Language Learners (%)		9.3	8.3	9.2
Students with a First Language Other Than English (%)		22.8	24.7	29.2
Mobility Rate (%)[2]		5.4	4.6	6.7

ACADEMIC PERFORMANCE DATA: LITERACY

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	93	91	94
1st Grade	94	91	83
2nd Grade	85	88	89

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	82	93	89
4th Grade	87	85	85
5th Grade	83	85	83

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	96	95
Black/African American	-	-	-
Hispanic/Latino	93	93	-
Two or more races	85	79	80
White	89	88	85
English Learner	89	86	70
Low Income	-	-	-
Special Education	38	53	53

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	94	91
Black/African American	-	-	-
Hispanic/Latino	71	>97	85
Two or more races	87	91	>97
White	85	85	85
English Learner	-	-	-
Low Income	67	-	40
Special Education	47	57	50

ACADEMIC PERFORMANCE DATA: MATH	ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	93	93	90
4th Grade	75	85	83
5th Grade	73	69	68

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	77	85

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	88	92	91
Black/African American	-	-	-
Hispanic/Latino	65	81	77
Two or more races	80	91	>97
White	81	79	78
English Learner	-	-	-
Low Income	33	-	40
Special Education	44	57	39

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	88	88
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	74	82
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	62	-

◤ = Cohort Track

[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	94	89	90
1st Grade	100	99	93
2nd Grade	95	99	96
3rd Grade	99	94	94
4th Grade	99	97	92
5th Grade	95	95	97

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	95	96	90
Black/African American	--	-	-
Hispanic/Latino	100	93	95
Two or more races	97	94	94
White	97	95	96
English Learner	91	89	92
Low Income	100	100	80
Special Education	94	85	84

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	87	91	-	79	86	87	-	71	58
Math Proficiency Rate (%)	82	89	-	72	84	80	-	54	53
ELA Median Student Growth Percentile[9]	54	58	-	64	46.5	52	-	26.5	47
Math Median Student Growth Percentile	39	47	-	33	39	37	-	21.5	33
EL Progress Rate (%)	92	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	97	97	-	-	96	97	93	-	93

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

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 Reading DIBELS Assessment
Focus Grade Level(s)	Grade K-2
Desired Outcome	For grades K-2, 88% of students will score at or above standard for the DIBELS Assessment in Spring of 2020.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Our goal is geared toward fluency in grades K-2 to provide a strong foundation for reading skills in years to come. Some of our actions emphasize support for English Learners to enhance growth for *each* and *all* students. Fall 2019-2020 School Year DIBELS Assessment: Kindergarten: 80.7% 1st grade: 85% 2nd grade: 86.9% Average: 84.2% Goal: 88% o Other Rationale: Reading fluency is a foundational skill that needs to be mastered alongside comprehension. From Spring 2019 to Fall 2019, Kindergarten scores were 94% and dropped to 85% in Fall 2019. 2/3 of the Kindergarten students are ELs, which may impact future DIBELS scores.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	1st and 2nd grade teachers use monthly oral fluencies to track EL progress. 3rd-5th grade teachers will also give regular fluencies to continue growth. Teachers will be clear in defining fluency as rate, accuracy and prosody.	1st and 2nd grade teachers will give an oral fluency assessment at least once per month.
	Teachers will use Read Naturally and parent volunteers to support struggling readers.	Teachers will keep records of student progress from Read Naturally results.
	K-2 Teams will align PGE Goals to Reading Standards to promote oral reading fluency.	Analyze DIBELS and oral fluency passages for no growth, some growth, clear growth, high growth.

	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 ELs can access and refer to them in their lesson.
	There will be consistent pull-out and push-in support for EL students that is aligned with teachers' instruction. The school will minimize pull-outs as much as possible.	Teachers are communicating with EL coordinator regularly to discuss place in the curriculum.
	Teachers will use SIOP strategies to support students during literacy instruction.	Opportunities will be provided to share about SIOP strategies they are currently using.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	DIBELS, monthly oral fluencies, Read Naturally passages, LWSD Wonders Assessments and leveled readers, SIOP resources.	

Priority #2	
Priority Area	Mathematics
Focus Area	Concepts and Procedures for Number Sense
Focus Grade Level(s)	Grades 3-5
Desired Outcome	Reduce the number of students scoring below standard from 14% to 10%, with 4th and 5th grade students in the Concepts and Procedures category using the SBA.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	The data suggests that in the area of Concepts and Procedures students scoring below standard in grade 3 (3%), 4 (14%), and 5 (14%) "The standards call for speed and accuracy in calculation in order to have access to complex concepts and procedures."
Strategy to Address Priority	(see table below)
Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Assessments, Grade Level Meetings, Exit Tickets, Classroom Observations.

Strategy to Address Priority:

Action	Measure of Fidelity of Implementation
Grades 3-5 will administer a pre-test for computational fluency.	Placement test will be administered in October.
Grade level teams will meet to discuss timeline for administering post-test.	Timeline created by grade level teams.
Use data from pre- and post-test for tiered instructional groups.	Notes kept on collaboration site.
Administer EnVision topic assessments.	Assessment records and results.
Consult with Safety Net teachers and other support specialists.	

Priority #3	
Priority Area	Social and Emotional
Focus Area	Sense of Belonging
Focus Grade Level(s)	Grade K-5 (data will be 3-5)
Desired Outcome	In the Spring 2020, Panorama SEL survey results, we will see a 6% increase in favorable sense of belonging scores, as compared to the Spring 2019 results.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	74% (121/164 students) favorable sense of belonging in Fall 2018 on Panorama SEL survey. 64% (105/164 students) favorable sense of belonging in Spring 2019. 59% of students answered favorably that they feel other students at the school show them respect 67% of students answered favorably that they feel like they belong at our school We saw a 10% decrease in the number of students feeling a sense of belonging between the Fall 2018 and Spring 2019 survey results. The district strategic plan is focusing on students' sense of belonging within the well-being initiative.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Increased focus on sense of belonging and respect in counseling classroom lessons.	Every class receives one counseling lesson on topic by May 2020.
	Include an additional survey for students measuring more specific reasons for lack of belonging when students take Panorama survey.	Number of students completing additional survey.
	Administer Panorama SEL survey in fall of 2019 and spring of 2020.	Number of students completing Panorama survey during each survey session.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Panorama SEL survey, counseling lesson log, additional counselor-created survey.

<table>
<tr><td colspan="2" align="center">Priority #4</td></tr>
<tr><td>Priority Area</td><td>High Levels of Collaboration and Communication</td></tr>
<tr><td>Focus Area</td><td>Grade level teams will work across grade levels to help increase student learning.</td></tr>
<tr><td>Focus Grade Level(s)</td><td>All Horace Mann Certificated Staff</td></tr>
<tr><td>Desired Outcome</td><td>Nine staff members will agree completely, and eleven staff members will agree mostly on the high levels of collaboration and communication category within the Nine Characteristic Survey in Spring 2020. Specifically, the statement, "The staff works in teams across grade levels to help increase student learning."</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Professional Learning</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Certificated staff have responded to the Nine Characteristics Survey to assess our perception of Horace Mann Elementary. Within this data, in the communication and collaboration section, five staff members agreed slightly, nine staff members agreed mostly, and six staff members agreed completely with the statement, "the staff works in teams across grade levels to help increase student learning."

Overall, staff perception in this area has been consistently low over the years. This data supports a focus on the collaboration and communication section of the Nine Characteristics Survey.</td></tr>
<tr><td rowspan="4">Strategy to Address Priority</td></tr>
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Action	Measure of Fidelity of Implementation
All teachers will complete a survey of progress towards overall goal.	100% of teachers will complete the three forms.
All future staff meetings will be held in different classrooms.	Our administrator will keep track of teachers that have hosted to ensure each teacher get a chance to host.
Vertical articulation activity.	100% of classroom teacher participation.

<table>
<tr><td>Timeline for Focus</td><td>Fall, 2019 - Spring, 2020</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Staff will complete a short survey three times throughout the year to monitor progress towards our goal.</td></tr>
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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 teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
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) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

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 2018. During that year, the participation rate was met for ELA and met for mathematics.

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.

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.[10] 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, 2019, a small group of parents will read and offer feedback on the 2019-20 SIP.

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Review past standardized data	By August 30, 2019, data will be shared with parent community.
	SIP presented at general PTSA meeting	By March 2020, the SIP will be shared at a general PTSA meeting.

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r