

Continuous Improvement Process Plan

Horace Mann Elementary

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<http://www.lwsd.org/school/mann>

2017 -
2018



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Lake Washington School District

2017 - 2018

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Horace Mann Elementary is a school where diligence is honored and the community of staff and parents is committed to meeting the unique needs of all students. Our mission is to provide a safe, respectful environment where individuals reach their fullest potential in learning and citizenship. Mann's goals are aligned with our district vision of developing future ready students, defined as "*prepared for college, prepared for the global workplace, prepared for personal success*".

Over the years, the total Mann population has remained fairly steady. However, in the past 3 years we have seen an increase in the number of students qualifying for ELL services and in 2015, we opened a Learning Center, serving students who receive special education services.

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 Continuous Improvement Plan (CIP). 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 MSP 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. In ELA in grades 3rd, 4th and 5th an average of 66% of our student body earned a Level 4 (Exceeding Standard). In math, 58% of our 3rd, 4th and 5th graders earned a Level 4 (exceeding standard). This type of success is not new news. For the past 9 years Mann Elementary has been honored with the Washington State Achievement Award or the School of Distinction Award for the improvement and achievement in MSP scores.

Staff continue to make their focus on student learning and understand that effective teaching strategies are critical in our students' growth and progress.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development 3 rd Graders on Track for Success	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	79.4%	80.8%	93%				
		1 st	90%	85%	94%				
		2 nd	97%	92%	82%				
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		74.0%	≥95%	82%				
	% of 3 rd graders meeting or exceeding state standards in Math		81.7%	90.4%	93%				
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		80%	80%	87%				
	% of 4 th graders meeting or exceeding state standards in Math		83%	80%	75%				
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		90.9%	87.6%	84%				
	% of 5 th graders meeting or exceeding state standards in Math		84.0%	67.1%	73%				
	% of 5 th graders meeting or exceeding state standards in Science		94.3%	87.6%	85%				

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
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CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level)
Literacy: K-2 Reading	83% of students in grade K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment.	90% met or exceeded standard
Literacy: 3-5 ELA	80% of students in grades 3-5 will score at or above standard in literacy as measured by the SBA assessment in May 2017.	84% met or exceeded standard
Math: 3-5 Math	84% of students in grades 3-5 will score at or above standard in Math as measured by the SBA assessment in May 2017.	80% met or exceeded standard
Science: 5th Science	87.6% of students in grade 5 will score at or above standard in Science as measured by the MSP assessment in May 2017.	85% met or exceeded standard
Achievement Gap	80% of students qualifying for English Language Learner services will move up one or more levels as measured by the Spring 2016 language assessment.	62.5% (10/16) students qualifying for English Language Learner services moved up one or more levels as measured by the Spring 2016 language assessment.
School Effectiveness:	Horace Mann Elementary will improve from 50% to 70% “agree completely” in the area of “The staff works in teams across grade levels to help increase student learning “as measured by question #27 on the Spring 9 characteristics of Effective Schools Survey.	30% of the staff completely agreed, however 76% of staff “agree mostly” and “agree completely”.
Attendance and Discipline:	Horace Mann Elementary will improve from 8 tardies on average to 7 tardies per day for the 2016-17 school year.	There was an average of 9.5 tardies per day during the 2016-17 school year.
	Horace Mann will maintain or decrease the 36 student office referrals for the 2016-2017 school year.	91 students were referred to the office last school year.

Narrative Reflection:

Narrative Reflection	
Process:	School data was analyzed in large and small groups using standardized testing results. From this analysis, goals have been set by teams using cohort and trend data. Multiple times a month, teams meet to plan instruction and assessments, analyze student data from assessments and track goal progress. In most cases students are keeping track of their own progress towards goals. Students knowing and tracking their goals has increased student awareness and progress. A challenge we faced was keeping all of the goals front and center of our work. Focusing on one goal at a time helped increase student achievement towards goals.
Literacy: K-2 Reading	Our goal for 2016-17 was students will score at 83% using EOY DIBELS data. At the end of the year, we exceeded our goal with 90%. In the 10% that did not meet the goal, 5.5% were LC students. Not only did we meet/exceed our school goal, but we exceeded the District's goal of 89.6% In Kindergarten, we feel that the addition of the phonics program using Zoo Phonics has improved students' letter sounds and non-sense words fluency. This was also the first year that all day Kindergarten was mandated. In first and second grade, Headsprouts, Raz-Kids, parent volunteers, Read Naturally, IA time, differentiated small groups has supported the students overall fluency, accuracy, and prosody.
Literacy: 3-5 ELA	Current 4 th grade students scored 82% and current 5 th graders scored 87% proficiency on the SBA ELA portion last year. Success towards this goal may be due to the use of interim assessments, student self-data tracking, small group work, collaboration with the special education staff and increased IAs and volunteers to assist in the classroom.
Math: 3-5 Math	Current 4 th grade students scored 93% and current 5 th graders scored 75% proficiency on the SBA math portion last year. Success towards this goal may be due to the use of interim assessments, student self-data tracking, small group work, collaboration with the special education staff and increased IAs and volunteers to assist in the classroom.
Science: 5th Science	Based on the data, 5 th grade students achieved 85% proficiency on the Science MSP. Our goal was to achieve 87.5% proficiency. The slight drop in proficiency may possibly be a reflection from the range of student abilities and varying years of teacher experience teaching science in LWSD.
Achievement Gap	Sixty-two percent of our students receiving ELL services were exited from the program.
School Effectiveness:	Thirty percent of the staff completely agreed, however 76% of staff "agree mostly" and "agree completely". Also, we had several classified staff who took the survey, which we predict skewed the results of this data.
Attendance and Discipline:	With the addition on an Associate Principal at the elementary level our referrals look like they increased, when, in fact, we were able to more accurately document all students sent to the office for a referral. Ninety-one referrals include all students spoken to in some fashion for either a minor or major discipline issue.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	83% of students in grade K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment.
Literacy: 3-5 ELA	80% of students in grades 3-5 will achieve proficiency in ELA as measured by the SBA.
Math: 3-5 Math	80% of students in grades 3-5 will achieve proficiency in math as measured by the SBA.
Science: 5th Science	80% of students in grade 5 will achieve proficiency in science as measured by the WCAS.
Achievement Gap	65% of K-5 students qualifying for English Language Learner services will exit services as measured by the Spring 2018 language assessment.
School Effectiveness:	Horace Mann Elementary will improve from 85% to 90% “agree mostly” and “agree completely” in the area of “Staff members get help in the areas they need to improve” as measured by question #47 on the 2018 Spring 9 characteristics of Effective Schools Survey.
Attendance:	Horace Mann Elementary will decrease the number of tardies per day from 9.5 to 6 tardies per day.
Discipline:	Horace Mann Elementary will decrease the number of Discipline referrals at recess from 57 to 44.

Annual School Goals: Academic

83% of students in grade K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment.

80% of students in grades 3-5 will achieve proficiency in ELA as measured by the SBA.

80% of students in grades 3-5 will achieve proficiency in math as measured by the SBA.

80% of students in grade 5 will achieve proficiency in science as measured by the MSP.

Horace Mann Elementary will improve from 85% to 90% “agree mostly” and “agree completely” in the area of “Staff members get help in the areas they need to improve” as measured by question #47 on the 2018 Spring 9 characteristics of Effective Schools Survey.

Annual School Goals: Attendance

Horace Mann Elementary will decrease the number of tardies per day from 9.5 to 6 tardies per day.

Annual School Goals: Discipline

Horace Mann Elementary will decrease the number of Discipline referrals at recess from 57 to 44.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> - Differentiated instruction - Formative assessment - Read Naturally
	<ul style="list-style-type: none"> - Headsprout - Raz-Kids - Parent volunteers - IA time - Reading centers, small group, flexible texts, aide time, journaling whole group instruction, mentor texts, workshop model, individual conferencing, SBA prep
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> - PCC/PLC time - Learning walks to other schools/classrooms - Piloting the new writing curriculum, mentor text presentations, collaborative teaching, learning walk, shared graduate program resources
<i>Resources needed</i>	<ul style="list-style-type: none"> - Safety Net - IA time - Mentor text library - Curriculum for 1:1 learning - Netbooks - Enrichment programs
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> - School staff with support from Resource Center
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> - Math centers - Small group - Flexible grouping - IA time - Journaling - Whole group instruction - Timed math facts - Workshop model - Individual conferencing - SBA prep
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> - Cross grade level collaboration - Learning walks - Shared graduate program resources

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<i>Resources needed</i>	<ul style="list-style-type: none">- Safety Net- Curriculum for 1:1 learning- Netbooks- Enrichment programs
<i>Responsible individual or team</i>	<ul style="list-style-type: none">- School staff with support from Resource Center

Goal Area	Science
<i>Strategy to support</i>	<ul style="list-style-type: none">- Small group- Flexible grouping

	<ul style="list-style-type: none"> - IA time - Journaling - Whole group instruction - Field trips - Workshop model - Individual conferencing - SBA prep
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> - Cross grade level collaboration - Learning walks - Shared graduate program resources
<i>Resources needed</i>	<ul style="list-style-type: none"> - Safety Net - Curriculum for 1:1 learning - Netbooks - Enrichment programs
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> - School staff with support from Resource Center

Goal Area	Discipline
<i>Strategy to support goals</i>	Recess orientation in Fall. Recess rules review in Winter and Spring Video of correct behaviors at recess Second Step and Kelso Problem Solving tools Classified Staff training on Kelso/Second Step/Connect before Correct Recess Reviews after lunch in the cafeteria
<i>Professional Learning needed</i>	Review of recess rules Collaboration with other schools Continued professional learning around Second Step for Classified PBIS posters of expected behaviors
<i>Resources needed</i>	IA supervision hours Second Step Curriculum Counselor time
<i>Responsible individual or team</i>	Classified Staff Admin Team Classroom teachers

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Volunteering for Read Naturally, math facts, knighting ceremony, cultural presentations, online home access, classwork sent home, Curriculum Night, communication home via newsletters, Power Learning, Skyward and Class Dojo.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Emails, newsletters, in person, communication through Power Learning and Skyward, Community connections with YES, City of Redmond, Redmond Fire Department and Redmond Police Department.