Continuous Improvement Process Plan
2018-2019

Horace Mann Elementary School

17001 NE 104th St

Redmond, WA 98052

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

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I.   Description of School

Located on Education Hill between Redmond Middle School and Redmond High School, Mann is a walking elementary school where community is highly valued. Often families have chosen to live in this area of Redmond because their children can walk to Mann Elementary School, Redmond Middle School and Redmond High School, 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 know that each student is an individual and strive to help them meet their full potential. We offer high-quality instruction and several programs that better help us address student needs. This year the Highly Capable, Learning Center and English Language Learner programs have been expanded at Mann. 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 Continuous Improvement Plan (CIP). Often staff and community members look at DIBELS, MSP and SBA scores, as 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

II. District Performance Targets

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	81.9%	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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) 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.

III. 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%	91%			
		1st	90%	85%	94%	91.2%			
		2nd	97%	92%	82%	87.8%			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		74%	≥95%	82%	93.2%			
	% of 3rd graders meeting or exceeding state standards in Math		81.7%	90.4%	93%	93.2%			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		80%	80%	87%	85.4%			
	% of 4th graders meeting or exceeding state standards in Math		83%	80%	75%	85.4%			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		90.9%	87.6%	84%	85.1%			
	% of 5th graders meeting or exceeding state standards in Math		84%	67.1%	73%	68.9%			
	% of 5th graders meeting or exceeding state standards in Science		94.3%	87.6%	85%	77%			

- 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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

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.

2017-2018 Goal *(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)*	Achievement Outcome *(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)*
Literacy: K-2 Reading Goal: 83% of students in grade K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment.	Outcome: 90% of students in grade K-2 scored at standard or above in literacy as measured by EOY DIBELS assessment.
Narrative Reflection: We started in Kindergarten with a strong literacy program that is based on the Wonders curriculum and supplemented with Zoo Phonics which supported our student's literacy and reading development. Kindergarten students were able to exceed our goal by 8%. In 1st grade, the Wonders curriculum is continued to be taught. There is an added focus on oral reading fluency passages, and DIBELS progress monitoring to analyze team level data and monitor progress throughout the year. Raz-Kids, parent volunteers, Read Naturally, IA time, and differentiated small reading groups supported the students' overall fluency, accuracy, and prosody. Second grade continued using the Wonders curriculum with fidelity and supplemented with Raz-Kids and Read Naturally. Strategies like using reading centers, small groups, flexible texts, IA time, journaling, whole group instruction and Wonders oral reading fluency passages to support student learning added to student achievement towards this goal.	
Literacy: 3-5 ELA Goal: 80% of students in grades 3-5 will achieve proficiency in ELA as measured by the SBA.	Outcome: 87.9% of students in grades 3rd-5th scored at standard or above in ELA as measured by the SBA.
Narrative Reflection: 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. In addition, 4th grade student instruction included leveled scoring and question items.	

Math: 3-5 Math Goal: 80% of students in grades 3-5 will achieve proficiency in math as measured by the SBA.	Outcome: 82.5% of students in grades 3rd-5th scored at standard or above in math as measured by the SBA.
Narrative Reflection: 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 Goal: 80% of students in grade 5 will achieve proficiency in science as measured by the WCAP.	Outcome: 77% of students in grades 3rd-5th scored at standard or above in science as measured by the WCAP.
Narrative Reflection: Based on the data, 5th grade students achieved 77% proficiency on the Science WCAP. Students were instructed using the FOSS curriculum and supplemented with online resources that were aligned to the new standards. The slight drop in proficiency may possibly be a reflection of the range of student abilities, varying years of teacher experience teaching science in LWSD and the change in the standards required by the state.	

Achievement Gap Goal: 65% of K-5 students qualifying for English Language Learner services will exit services as measured by the Spring 2018 language assessment.	Outcome: 66.8% of K-5 students qualifying for English Language Learner services exited services as measured by the Spring 2018 language assessment.
Narrative Reflection: This goal was met by more targeted instruction and useful strategies for ELs by staff, including teachers and IAs.	

School Effectiveness Goal: 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.	Outcome: 91.43% of the staff completely agreed, however 76% of staff "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.
Narrative Reflection: With the new writing curriculum, teachers observed one another and were able to give each other feedback. We did a silent learning walk to see each	

other's classrooms and share feedback. Finally, with the addition of a halftime Associate Principal, feedback from administration to staff increased too.

Attendance Goal: Horace Mann Elementary will decrease the number of tardies per day from 9.5 to 6 tardies per day.	Outcome: There was an average of 6 tardies per day during the 2016-17 school year.
Narrative Reflection: The decrease in tardies could be due to better communication with our community and we also noted a decrease in the spring when the controlled access system was installed.	

Discipline Goal: Horace Mann Elementary will decrease the number of Discipline referrals at recess from 57 to 44.	Outcome: 47 students were referred to the office last school year during their recess time.
Narrative Reflection: While there was an increase in referrals overall, 47 of the referrals were from recess. While that was not indicated clearly in our goal last year, that was the intention. The slight increase may be due to better tracking and communication systems.	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process: The CIP was presented to the community at a PTSA general meeting. Feedback was gathered and used to finalize the CIP document before it was sent to the board. The finalized CIP document was published on our website. Parents and other community members were involved in the CIP process through 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, Class Dojo, emails, newsletters, and in person, communication. Further community connections included collaborative efforts with YES, City of Redmond, Redmond Fire Department and Redmond Police Department.
Reflection on Outcome: These strategies appeared to be proven successful based on the lack of questions or concerns expressed by the community and will likely be employed again this year.

2017-18 Strategies to inform parents, families and the community in the CIP process: The CIP was presented to the community at a PTSA general meeting, communication home and shared via newsletters, Power Learning, Skyward, Class Dojo, emails, newsletters, and in person, communication.
Reflection on Outcome: These strategies appeared to be proven successful based on the lack of questions or concerns expressed by the community and will likely be employed again this year.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources
Literacy: K-2 Reading SMART Goal: 85% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment.
Process used to determine goal: We looked at the current number of K-2 students who receive Safety Net support. We also determined which students we feel might not make the MOY or EOY standard and will also receive Safety Net support, either due to ELL or a more difficult MOY or EOY assessment.   Responsible individual or team: K-2.   Strategy/ies that will be implemented to support goal: -Parent volunteers, Safety Net, Zoo Phonics, Headsprout, Raz-Kids, Read Naturally, IA time, differentiated small groups, and Guided Reading Level.   How challenge and rigor will be ensured for all students: Each student is reading at their own reading level. Raz-Kids is leveled so students are challenged. Differentiated reading groups are used to support students where they are and challenge them.   How necessary interventions will be determined: Student will be progressed monitored 3 times during the year to assess their reading skills. First and Second grade use oral reading fluency passages monthly and phonemic awareness assessments. Kindergarten uses Guided Reading passages and CVC benchmarks monthly. These assessments are used to determine next courses of action and appropriate interventions.   Any professional learning needed: - PCC/PLC time   - Learning walks to other schools/classrooms   Utilizing new writing curriculum, mentor text presentations, collaborative teaching, learning walks   Any resources needed and plans to obtain them: - Safety Net   - IA time   - Mentor text library   - Curriculum for 1:1 learning   - Netbooks   Timelines and Progress Monitoring Plans: Student will be progressed monitored 3 times during the year to assess their reading skills. First and Second grade use oral reading fluency passages monthly and phonemic

awareness assessments. Kindergarten uses Guided Reading passages and CVC benchmarks monthly. These assessments are used to determine next courses of action and appropriate interventions.

Literacy: 3-5 ELA SMART Goal:
85% of students in grades 3-5 will achieve proficiency in ELA as measured by the SBA.

Process used to determine goal:
We used the SBA data from 2017-2018 school year to determine this goal.

Responsible individual or team:
3rd – 5th grade teachers.

Strategy/ies that will be implemented to support goal:
- Differentiated instruction
- Formative assessment
- Renaissance Place – Accelerated Reader and STARR tests
- Wonders Assessments and Fluency
- Read Naturally
- Parent volunteers
- IA time

How challenge and rigor will be ensured for all students:
Reading centers, small group, flexible texts, aide time, journaling whole group instruction, mentor texts, workshop model, individual conferencing, SBA prep.

How necessary interventions will be determined:
Informal and formal test assessments.

Any professional learning needed:
- PCC/PLC time
- Learning walks to other schools/classrooms
Utilizing new writing curriculum, mentor text presentations, collaborative teaching, learning walks, shared graduate program resources.

Any resources needed and plans to obtain them:
- Safety Net
- IA time
- Mentor text library
- Curriculum for 1:1 learning
- Netbooks

Timelines and Progress Monitoring Plans:

Throughout the year, we will meet in grade level teams to discuss informal/formal data during our PGE meetings.

Math: 3-5 Math SMART Goal:
80% of students in grades 3-5 will achieve proficiency in Math as measured by the SBA.

Process used to determine goal:
We used the SBA data from 2017-2018 school year to determine this goal.

Responsible individual or team:
3rd – 5th grade teachers.

Strategy/ies that will be implemented to support goal:
- Math centers
- Small group
- Flexible grouping
- Dreambox
- IA time
- Journaling
- Whole group instruction
- Timed math facts
- Individual conferencing
- SBA prep

How challenge and rigor will be ensured for all students:
Math centers, small group, Dreambox, aide time, math vocabulary journaling, whole group instruction, enrichment activities, individual scaffolding, SBA prep.

How necessary interventions will be determined:
Informal and formal test assessments.

Any professional learning needed:
- Cross grade level collaboration
- Learning walks
- Shared graduate program resources

Any resources needed and plans to obtain them:
- Safety Net
- Curriculum for 1:1 learning
- Netbooks
- Enrichment programs

Timelines and Progress Monitoring Plans:
Throughout the year, we will meet in grade level teams to discuss informal/formal data during our PGE meetings.

Science: 5 Science SMART Goal:
75% of students in grade 5 will achieve proficiency in Science as measured by the WCAP.

Process used to determine goal:
We used the SBA data from 2017-2018 school year to determine this goal.

Responsible individual or team:
5th grade team.

Strategy/ies that will be implemented to support goal:
- Small group
- Flexible grouping
- Experiments
- IA time
- Journaling
- Whole group instruction
- Individual conferencing
- WCAP prep

How challenge and rigor will be ensured for all students:
Science centers, small group, aide time, science vocabulary journaling, whole group instruction, enrichment activities, individual scaffolding, SBA prep, inquiry-based experiments.

How necessary interventions will be determined:
Informal and formal test assessments.

Any professional learning needed:
Yes, we need curriculum for the NGSS. We also need training for best practice of how to implement these standards.

Any resources needed and plans to obtain them:
Yes, we need curriculum for the NGSS. We also need training for best practice of how to implement these standards.

Timelines and Progress Monitoring Plans:
Throughout the year, we will meet in our grade level team to discuss informal/formal data during our PGE meetings.

Achievement Gap SMART Goal:
75% of our "emerging/newcomer" ELL students will advance to "progressing as measured by 2019 ELPA scores.

Process used to determine goal:
-Reviewed data to determine patterns and areas of need for the 2018-2019 school year

Responsible individual or team:
-ELL Teacher (lead)
-Classroom teachers
- SIOP leads

-Music Teacher

-Will train and implement SIOP school-wide
-Utilizing other ELL students to help support "newcomer/emerging" ELL students
-ELL Teacher sends ELL support newsletters to all teachers
-Utilizing translation strategies (Google translate, etc.)
-Incorporating native culture (music, art, etc.) in students' classes
-Using repetitive tools like music for practicing English

How challenge and rigor will be ensured for all students:
-Collecting and analyzing data throughout the year to track ELL student progress

How necessary interventions will be determined:
-Collecting and analyzing data throughout the year

Any professional learning needed:
-Upcoming SIOP training for all certificated staff

Any resources needed and plans to obtain them:
-Translation tools
-Ideas from other schools/districts
-KCLS Online (book translation tool)
-Rosetta Stone

Timelines and Progress Monitoring Plans:
-Check in and complete reflective process in May to determine changes to make for following school year

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School Effectiveness SMART Goal:
Horace Mann Elementary will improve from 77% to 87% "agree mostly" and "agree completely" in the area of "The staff works in teams across grade levels to help increase student learning" as measured by question #4 on the 2018 Spring 9 characteristics of Effective Schools Survey.

Process used to determine goal:
Each member of the staff took time to explore the results of the Nine Characteristics Effective School Survey on our own. With an elbow partner, we discussed our observations and decided on one area that we would want to focus on. Next, in a small group, we repeated this process to share our ideas and narrow into one feature. In the end, we ended up in two large groups to have open conversation about the discussion we had. As a group, we were challenged to select one idea and brainstorm the following: people responsible for this goal, strategies that will need to be implemented, how challenge and rigor will be ensured for all students, how interventions will be determined, professional learning and resources needed, and a timeline for our idea.

We discussed our small group chosen characteristics and narrowed it down to one that could be more easily implemented within our school day/year with specific procedures as to how we would focus on this goal and when we would have time to devote to it.

Responsible individual or team:
All certificated and classified staff members.

Strategy/ies that will be implemented to support goal:
Meeting across grade levels from 5th down to K during our March LEAP, and possibly an additional staff meeting each month or a longer staff meeting each month, or during TC time on Wednesday LEAP days.

How challenge and rigor will be ensured for all students:
By focusing on one specific topic/goal each meeting time, or across meeting times, we will be focusing directly on student learning and accumulation of knowledge across the grade levels, so that all students are being challenged and supported with where they are at and towards their goals.

How necessary interventions will be determined:
We will be basing interventions on our assessments, both formative and summative and through discussions with other grade levels.

Any professional learning needed:
This will be based on our discussions of areas of need or deficiencies. After our discussions we can determine what specific professional development topics would best support our work.

Any resources needed and plans to obtain them:
Resources needed include:
-District PD
-Time
-Other resources will be determined by what we determine as our focus and specific goal for each of our collaboration sessions.
-OneNote

Timelines and Progress Monitoring Plans:
Voting/Poll across the year to assess how teachers are feeling prior to the EOY characteristics survey.

Attendance SMART Goal: Student tardies will decrease at Mann Elementary from an average of 7.14 to 5.7 tardies per day.

Process used to determine goal:
-Review and analyze attendance data from previous school year

Responsible individual or team:
-Classroom teachers

-Equity team

Strategy/ies that will be implemented to support goal:
-End of the year awards, add a "never tardy" award
-Assemblies recognizing attendance, earning an extra recess, etc.
-Some type of recognition (announcement, wall display, etc.) for students who arrive on time consistently (different than graph last year)
-Building relationships with families who have history of tardiness (phone calls, meetings, etc.)
-Communicating with families the importance of arriving on time with cultural sensitivity (Equity team discussion) at the beginning, middle (January), and end of the year
-Utilize sources of communication with families to share information about attendance (website, newsletters, etc.)
-School staff modeling energy and enthusiasm at start of school day, especially Monday mornings (Campfire Mondays, music over speakers, greeting in hallways and at drop-off, etc.)

How challenge and rigor will be ensured for all students:
-Same expectation for all students
-Consistent application of attendance and tardy policy

How necessary interventions will be determined:
-Communication with individual families with history of tardiness to determine unmet needs to address tardies

Any professional learning needed:
-Gathering ideas about culturally responsive attendance policies (Equity team)
-Equity team sharing information with all staff and parents

Any resources needed and plans to obtain them:
-Collecting and sharing information gathered about culturally responsive attendance policies

Timelines and Progress Monitoring Plans:
-Check in and complete reflective process in May to determine changes to make for following school year

Discipline SMART Goal: Horace Mann Elementary will decrease the number of discipline referrals at recess from 47 to 38 (20% decrease) and decrease the number of discipline referrals in classrooms from 43 to 34 (20% decrease).

Process used to determine goal:
-Review and analyze discipline rates from previous school year

Responsible individual or team:
-School counselor (lead)
-Classroom teachers

-IAs
-Other school staff

Strategy/ies that will be implemented to support goal:
-IAs at recess utilizing Colt Compliments to reinforce positive behavior
-Develop common language and procedures for helping students self-regulate in the classroom (calm down corner, size of problem and reaction, etc.)

How challenge and rigor will be ensured for all students:
-Maintain common expectations for all students

How necessary interventions will be determined:
-Analyzing data from previous school year to determine locations of highest incident rates
-Form committee to establish school-wide language and procedures

Any professional learning needed:
-Staff training on school-wide language and procedures

Any resources needed and plans to obtain them:
-Posters for each classroom and around school to display school-wide language and procedures
-Calm down corner supplies
-SEL mentor texts to utilize in classrooms

Timelines and Progress Monitoring Plans:
-Check in and complete reflective process in June to determine changes to make for following school year

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP 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, Watch Dogs and Class Dojo.
Timelines and Progress Monitoring Plans: Parents and other community members volunteering will occur throughout the school year. Their work helps us meet our academic goals. Two times per year I will present and gather parent input on the CIP at our general PTSA meetings (one in the fall and one in the spring) and I will also gather parent input at principal coffees (one in the fall and one in the spring).

2018-19 Strategies to inform parents, families and the community in the CIP 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.
Timelines and Progress Monitoring Plans: Parent messages addressing parts of the CIP will go out twice per year, newsletters will go out weekly and the website will be updated weekly.