

Continuous Improvement Process Plan

Horace Mann Elementary

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2016 -
2017



Principal Megan Spaulding
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Lake Washington School District
2016 - 2017

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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*".

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 every content area, and at every grade level an average of 50% or more of our student body earned a Level 4 (Exceeding Standard). In some areas more than 70% of our students are at Level 4. This type of success is not new news. For the past 8 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 continues to make their focus on student learning and understand that effective teaching strategies are critical in our students' growth and progress.

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DISTRICT PERFORMANCE TARGETS

Indicators <i>Note: Indicators based on state assessments</i>		District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.3%	88.3%	95.0%
3 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.4%	91.0%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.8%	92.0%
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	85.3%	92.0%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	72.9%	90.0%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	88.2%	95.0%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year 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/>).**
- **reported on the OSPI Washington State Report**

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.

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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%					
		1 st	93.0%	84.9%					
		2 nd	95.6%	91.4%					
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		74.0%	≥95%					
	% of 3 rd graders meeting or exceeding state standards in Math		81.7%	90.4%					
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		77.4%	80.0%					
	% of 4 th graders meeting or exceeding state standards in Math		78.5%	80.0%					
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		90.9%	87.6%					
	% of 5 th graders meeting or exceeding state standards in Math		84.0%	67.1%					
	% of 5 th graders meeting or exceeding state standards in Science		94.3%	87.6%					

- **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/>).**

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CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	83% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2016.	85.7% of students in grade K-2 scored at standard or above in literacy as measured by the EOY DIBELS assessment.
Literacy: 3-5 ELA	82% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2016.	88% of 3-5 grade students scored at or above standard in ELA as measured by the SBA in May 2016
Math: 3-5 Math	81% of students in grades 3-5 will score at standard in or above in math as measured by the SBA assessment in May 2016	79% of 3-5 grade students scored at or above standard in math as measured by the SBA in May 2016
Science: 5th Science	86% of students in grade 5 will score at standard in or above in science as measured by the MSP assessment in May 2016	87.6% of students in grade 5 scored at standard in or above in science as measured by the MSP assessment in May 2016
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.	77% of students qualifying for English Language Learner services will move up one or more levels as measured by the Spring 2016 language assessment.
School Effectiveness:	Horace Mann Elementary will improve from 37% to 70% “agree completely” in the area of “staff members work in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey.	Horace Mann Elementary improved from 37% to 90% “agree completely” in the area of “staff members work in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey.
Attendance and Discipline:	<u>Attendance:</u> Horace Mann Elementary will improve from 9.3 tardies per	<u>Attendance:</u> While tardies did decrease to an average of 8 tardies per day, we did not

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<p>day to 5.0 or less tardies per day as measured by our daily attendance done by teachers through skyward.</p> <p style="text-align: center;">-</p> <p><u>Discipline:</u> Horace Mann Elementary will improve from 120 male student office referrals from September to June to 90 or fewer male student office referrals September to June.</p>	<p>meet the goal of an average of 5 tardies per day.</p> <p><u>Discipline:</u> This goal was met. Discipline referrals for males to the office decreased from 120 for the 2014-15 to 30 for the 2015-16 school year.</p>
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Narrative Reflection:

Narrative Reflection	
Process:	<p>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 at the “front and center” of our work. Focusing on one goal at a time helped increase student achievement towards goals.</p>
Literacy: K-2 Reading	<p>K: We felt the data was consistent with our expectations. We can all celebrate that even our lowest students showed at least clear or high growth. This year, we are adding a phonics curriculum to further strengthen students’ phonics skills.</p> <p>1st: We celebrated that our students grew from 79.4% at benchmark, as measured by EOY DIBELS, to 84.9%. In addition, every student showed at least clear or high growth. We used a variety of intervention strategies, including Read Naturally, Safety Net, and differentiated reading groups. This year, we will continue to use these interventions, and have added a new phonics curriculum for emerging readers.</p> <p>2nd: While the percentage of students at benchmark, as measured by EOY DIBELS, went from 93% to 91.4%, we attribute that difference to movement of students, an increase in the number of students who need special education support in reading, and the addition of a Learning Center program. We celebrate that 91% of our students still met benchmark on EOY DIBELS.</p>
Literacy: 3-5 ELA	<p>3rd: We are excited to report that in grades 3-5 we exceeded our goal, with 87.5% of intermediate students passing the literacy SBA. As a third grade team, we are proud to announce that 95% of our students passed the literacy SBA. We are proud of our students and their hard work in including text evidence in their responses. This will remain a focus for the 2016-2017 school year. We will continue to teach our</p>

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	<p>students how to respond to questions using a RACE (Restate, Answer, Cite evidence, and Edit) format. As a team, we feel that this format helps students ensure that they are writing complete answers. Other areas that our team will continue to work on in addition to the Wonders curriculum are: inferencing, comparing two or more texts, note taking, and listening to an audio/video source.</p> <p>4th: The fourth grade team reorganized the Wonders reading curriculum into thematic units in order to give students an in depth study of the elements and structure of literary and non-fiction texts. In writing, the team used the writing workshop model and mentor texts to teach all genres of writing then reviewed rubrics with students, analyzed student work, and built stamina (students have a better understanding of the testing format as they had previous experience with the test in 3rd grade.)</p> <p>5th: Last year we struggled with having enough data on each child, so collectively we decided to purchase an SRA kit funded by the PTSA to better track our students' exact fluency and reading levels.</p>
<p>Math: 3-5 Math</p>	<p>3rd: We were very close in achieving our goal for the Math SBA. 79.1% of intermediate students passed, which was just shy of our goal of 81%. As a third grade team, we had 90.4% of our students pass the math SBA and we are proud of their hard work. Our students mastered their math facts through Math Facts in a Flash, math games, study hall sessions, and timed tests. We worked closely with students to help them develop an explanation that included a detailed description of the steps they took to solve a problem using content vocabulary. These are both aspects that we will continue to focus on with our 2016-2017 class. We would like to devote more time this year to topics relating to fractions, area/perimeter, and data.</p> <p>4th: We saw an improvement of 1.5% from 2015-2016. 80% of 4th graders were at or above standard. Our scores were impacted by Learning Center student scores.</p> <p>5th: After reflecting on the SBA data, as a team we will be doing more intervention and extension grouping focusing on problem solving and multi-step processes in order to promote growth and a deeper understanding of mathematical concepts.</p>
<p>Science: 5th Science</p>	<p>5th: To continue our steady growth of Science understanding we will be promoting real-world experiences through marine studies and aerodynamics.</p>
<p>Achievement Gap</p>	<p>K: We used a variety of SIOP strategies in our classrooms to increase student understanding and language development.</p> <p>1st: We used a variety of SIOP strategies in our classrooms to increase student understanding and language development.</p> <p>2nd: We used a variety of SIOP strategies in our classrooms to increase student understanding and language development.</p> <p>3rd: We are proud that 77% of our English Language Learning students increased one level or more on the ELPA test, even though our goal was to have 80% of students increase one level or more. Our team continues to use active engagement activities that bring the lesson to</p>

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	<p>life. We focused on developing and applying learned vocabulary in all content areas. We utilize one-on-one instruction as needed.</p> <p>4th: Two level 3 ELL students transitioned mid-year to level 4; they both scored at or above standard on the Math and ELA SBA. We are proud that our remaining level 1 ELL student met standard on the SBA Math assessment and a level 2 on the ELA. By the end of the year, she transitioned to a level 3 ELL on the ELPA.</p> <p>5th: To close the gap between boys and girls in regards to the Lake Washington overall data, we will be adjusting our teaching practices to involve more movement, verbal processing and gender-specific learning styles.</p>
School Effectiveness:	To meet our goal of working across grade levels, we implemented vertical articulation days on several Wednesday LEAP, invited previous teachers to Guidance Team and Student Intervention Meetings and began to have staff meetings in different classrooms, instead of just meeting in the library. These strategies increased cross grade level communication and visibility.
Attendance and Discipline:	<p><u>Attendance:</u> While tardies did decrease to 8 tardies per day, we did not meet the goal of an average of 5 tardies per day. Increased parent communication and a BEAT THE BELL improved the tardy rate, however.</p> <p><u>Discipline:</u> This goal was met. Discipline referrals for males to the office decreased from 120 for the 2014-15 to 30 for the 2015-16 school year. A PBIS team was initiated to begin a discussion on school-wide behavioral support.</p>

ANNUAL SCHOOL GOALS

2016-17 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 score at or above standard in literacy as measured by the SBA assessment in May 2017.
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.
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.

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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.
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.
Attendance:	Horace Mann Elementary will improve from 8 tardies on average to 7 tardies per day for the 2016-17 school year.
Discipline:	Horace Mann will maintain or decrease the 36 student office referrals for the 2016-2017 school year.

Annual School Goals: Academic

Primary grades looked at the district mission and vision, as well as district performance targets, to determine our goal that 83% of K-2 students will meet benchmark as measured by EOY DIBELS. Based on this year’s cohort of students, we expect at least 83% will meet benchmark. We are ensuring that all students are receiving challenge and rigor by knowing the standards, using flexible reading groups, conferring with students, formative assessment, differentiated instruction, and tracking data. We are ensuring that students receive necessary intervention through the use of instructional aide time, Student Support Team, parent volunteers, Safety Net/ELL instruction and differentiated instruction. We will progress monitor student goals using data tracking, PLC/PCC time to discuss student growth, and common formative assessment.

Annual School Goals: Achievement Gap

We analyzed SBA data to determine how students performed by basing it on whether they were above or below standard for the writing portion. We also analyzed the data and determined that ELL students demonstrated one of the highest needs in a subgroup that is underrepresented. We then looked at the ELPA data and found that much of it correlated with the SBA data. We will ensure that we will maintain challenge rigor for ELLs by analyzing student work in class and establishing and meeting goals set during the course of the year. We are ensuring that all students are receiving necessary intervention by conferring with the ELL teacher to determine areas of need and utilize SIOP strategies. We will progress monitor student work and maintain accurate records of assessments and other data to adjust instruction as needed.

Annual School Goals: School Effectiveness

We chose this goal because it is important for teachers to participate in vertical articulation and to grow professionally as a learning community that focuses on student success. We will progress monitor this goal by scheduling time that is built into LEAP at least 3 times per year to meet with grade levels above and below in the major subjects of reading, writing and math.

Annual School Goals: Attendance

We selected this goal because it is reasonable and achievable based off of last year’s data. We will progress monitor this goal by printing out a schoolwide bimonthly tardy records and discussing the progress towards this goal.

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Annual School Goals: Discipline

We selected this goal because it is reasonable and achievable. We will progress monitor 3 times a year with office and administrative staff. The School-wide Behavior Research Team will help with researching and implementing ideas to assist in decreasing referrals and new data will be kept from office referrals via a spreadsheet - broken into different categories (i.e. student, teacher, offense, place of offense).

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	ELA
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> - Differentiated instruction - Formative assessment - Read Naturally - 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
<i>Responsible individual or team</i>	School staff with support from Resource Center

Goal Area	Math
<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
<i>Resources needed</i>	<ul style="list-style-type: none"> - Safety Net - Curriculum for 1:1 learning - Netbooks

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	Enrichment programs
<i>Responsible individual or team</i>	School staff with support from Resource Center

Goal Area	Science
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> - Small group - Flexible grouping - 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>	School staff with support from Resource Center

Goal Area	Achievement Gap
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> - Collaboration time with the ELL teacher - Use ELPs while planning lessons/units - SIOP strategies and training
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> - Learning Walks SIOP strategy reinforcement
<i>Resources needed</i>	<ul style="list-style-type: none"> - ELL support IA time
<i>Responsible individual or team</i>	School staff with support from Resource Center

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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, Redmond Fire Department and Redmond Police Department.