

TITLE I, PART A SCHOOLWIDE PLAN

Name of District/Building: Manson Elementary School **Date: November 29, 2021**

Mission <i>Continuous Student Learning</i>	Vision <i>Manson Elementary, in partnership with the community, provides integrated, hands-on learning opportunities that are built on a solid foundation of respectful relationships. Caring staff, through focus on the whole child, will meet the needs of each and every student, ensuring that they leave here ready to pursue their dreams.</i>
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COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan During the 2020-2021 school year, staff at Manson Elementary reviewed data at various points in the school year. We started last year (2020-21 school year) in hybrid learning 5 days a week. We safely brought all students back full time last Spring. The table below encapsulates the extent of data review with minimal new data.

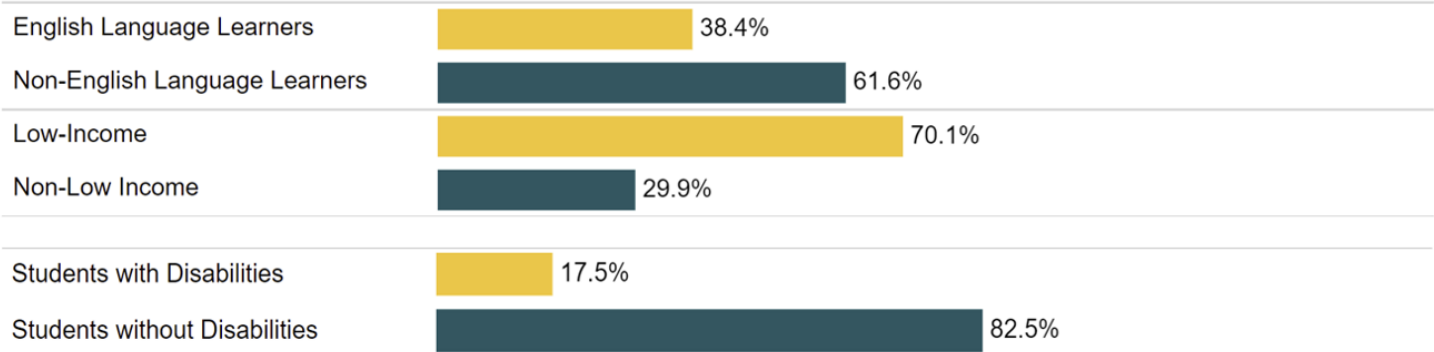
Type of Data	Timeframe of Review	Reviewers
STAR Reading	Yearlong, monthly	classroom teachers, reading specialist
STAR Math	Yearlong, two times per year	classroom teachers
Classroom Based Assessments	Year long, ongoing	classroom teachers
SBA	Summer and fall 2018	BLT (fall) and all staff (fall)
WAKids	Fall 2020	kindergarten teachers and principal
LLI, SIPPS, Fountas and Pinnell, and Sistema	Year long	paraeducators and teachers
Attendance	Ongoing	principal, attendance secretary, counselor
Discipline	Ongoing	principal, counselor

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Bridges Math Unit Assessment Data	Monthly	teachers
Conference attendance rates	October and March	principal, district office
Attendance at evening events	As needed throughout the year	principal, leadership team
Knowledge of GLAD strategies	Spring	ELD coordinator
Implementation of high yield ACES strategies	Spring	counselor
ELPA21	Winter	assessment coordinator, certificated staff, ELD coordinator, principal
PLC and Data Team Data	Year Round	teacher teams
SBA Interims	2X per year	teacher teams
Family Survey Data	2x per year	principal

Analysis of Data

Manson Elementary has 281 students enrolled in Grades Pre-K – 5. We are 69% Hispanic/Latino, 30.6% White, and .4 % American Indian. Below is the percent of students at Manson Elementary in each category:



Manson Elementary has three Kindergarten classes and two classes per grade level in grades 1st - 5th. Spanish speaking English Language (EL's) students in grades K-2, participate in an Early Exit Transitional Bilingual Program. Students in Kindergarten and 1st grades are instructed in their first language for a majority of academic content to ensure grade-level mastery. Our EL's receive 45 minutes of daily instruction in English oral language that gradually increases from one grade to the next. Students make a full transition to all-English instruction in 3rd grade. In 3rd through 5th grades EL students' language development is supported through content instruction in EL supportive mainstream classrooms.

A majority of Manson's elementary classroom teachers are Guided Language Acquisition Design (GLAD) certified. Language development instruction is provided by certified classroom teachers, bilingual para-educators, and a district English Language Development (ELD) Coordinator/Coach

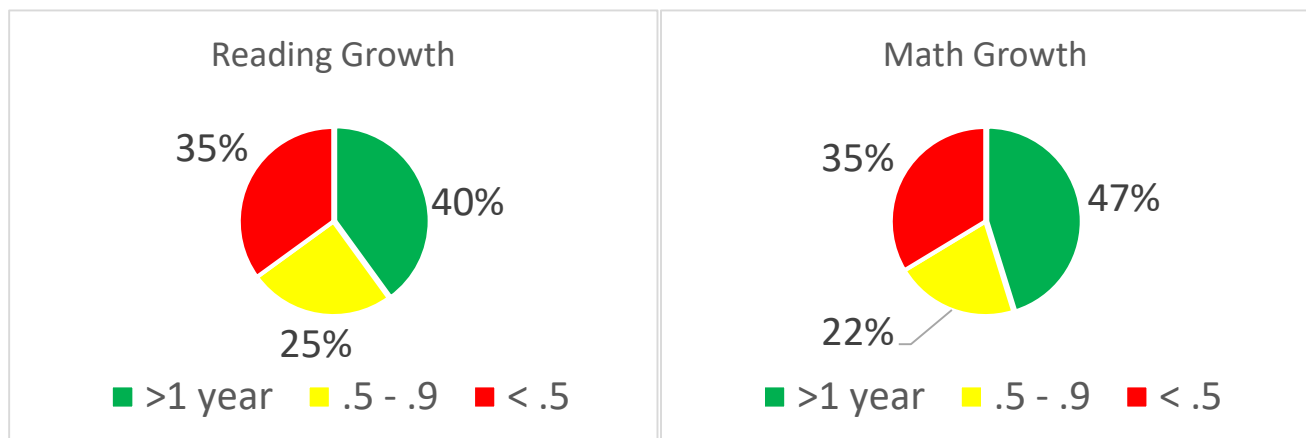
Certificated staff include 13 traditional classroom teachers in Grades K – 5th, 3 preschool lead teachers, a reading intervention specialist, a .75 math intervention specialist, a .75 language teacher, English Language Development district coordinator, Speech and Language Pathologist, a Special Education Resource teacher, a .5 Life Skills teacher, a P.E. Specialist, a Music Specialist, an Enrichment teacher, and a full time counselor. Eleven para educators support reading interventions, preschool, special education, and the library. The health room includes a .5 nurse and a full time nurse's assistant, and there are three office staff members including the secretary, the special education secretary, and the food services/attendance clerk.

In our current full time model, students PK-5th grade come to school 5 days a week for 6 hours.

Readiness for School: WAKIDS data shows that our students entering kindergartners are ready for school, and just above the state average in all categories. The category that students notably excel in is social emotional, and an area for growth is literacy.

Student Growth: All students took the STAR screener in math and reading last year. The pie graphs below show the % of students that made 1 year of growth (green), .5 - .9 years of growth (yellow), and less than .5 years of growth (red). This graph only shows student growth from Fall 20 to Spring 21 for reading, it does not show if students are above or below grade level.

School wide reading and math growth from Fall 20 – Spring 21.



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STAR MATH Fall 21: All 1st-5th grade students took the STAR Math screener this Fall. The table below shows the grade level equivalent (in bold), number of students, and % of students.

1st grade

0.0 - 0.9	9	47%
1.0 - 1.9	7	37%
2.0 - 2.9	3	16%

2nd grade

0.0 - 0.9	1	3%
1.0 - 1.9	10	31%
2.0 - 2.9	14	44%
3.0 - 3.9	7	22%

3rd grade

0.0 - 0.9	1	3%
1.0 - 1.9	3	10%
2.0 - 2.9	13	45%
3.0 - 3.9	8	28%
4.0 - 4.9	4	14%

4th grade

0.0 - 0.9	0	0%
1.0 - 1.9	1	3%
2.0 - 2.9	9	23%
3.0 - 3.9	15	38%
4.0 - 4.9	11	28%
5.0 - 5.9	1	3%
6.0 - 6.9	2	5%
7.0 - 7.9	1	3%

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5th grade

2.0 - 2.9	6	15%
3.0 - 3.9	6	15%
4.0 - 4.9	11	28%
5.0 - 5.9	11	28%
6.0 - 6.9	4	10%
7.0 - 7.9	1	3%

STAR READING Fall 21: All 1st-5th grade students took the STAR Reading screener this Fall. The table below shows the grade level equivalent (in bold), number of students, and % of students.

2nd grade

0.0 - 0.9	1	8%
1.0 - 1.9	2	17%
2.0 - 2.9	1	8%
3.0 - 3.9	5	42%
4.0 - 4.9	2	17%
5.0 - 5.9	1	8%

3rd grade

0.0 - 0.9	0	0%
1.0 - 1.9	6	26%
2.0 - 2.9	11	48%
3.0 - 3.9	4	17%
4.0 - 4.9	1	4%
5.0 - 5.9	1	4%

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4th grade

0.0 - 0.9	1	3%
1.0 - 1.9	4	11%
2.0 - 2.9	7	19%
3.0 - 3.9	13	36%
4.0 - 4.9	2	6%
5.0 - 5.9	6	17%
6.0 - 6.9	0	0%
7.0 - 7.9	3	8%

5th grade

2.0 - 2.9	7	18%
3.0 - 3.9	9	23%
4.0 - 4.9	8	21%
5.0 - 5.9	7	18%
6.0 - 6.9	7	18%
7.0 - 7.9	0	0%
8.0 - 8.9	1	3%

Fall 21 SBA Math and Reading: Each 4th and 5th grader took a modified state assessment to check for proficiency over last year's learning. This graph shows the percent of students in each level. Level 3 and 4 are considered proficient.

Grade	Class Size	Level	% ELA	% Math	% Sci
3	29		*	*	*
4	41	L1	41	37	*
		L2	29	34	*
		L3	20	17	*
		L4	10	12	*
5	42	L1	38	29	*
		L2	19	43	*
		L3	26	23	*
		L4	17	2.5	*
		Opt Out		2.5	

Manson Elementary SWIP 2021-2022

The tables on the next page breaks down the Fall 21 SBA results by demographics.

Grade 5 Math - 25.5%

<i>Category</i>	<i>Percent Proficient</i>	<i>Number of students tested</i>
<i>Sped</i>	<i>0%</i>	<i>6</i>
<i>Bilingual</i>	<i>14% (2)</i>	<i>14</i>
<i>Low income</i>	<i>19% (6)</i>	<i>31</i>
<i>Hispanic</i>	<i>15% (4)</i>	<i>26</i>
<i>White</i>	<i>40% (6)</i>	<i>15</i>

Grade 5 ELA - 43%

<i>Category</i>	<i>Percent Proficient</i>	<i>Number of students tested</i>
<i>Sped</i>	<i>16% (1)</i>	<i>6</i>
<i>Bilingual</i>	<i>0%</i>	<i>14</i>
<i>Low income</i>	<i>32% (10)</i>	<i>31</i>
<i>Hispanic</i>	<i>23% (6)</i>	<i>26</i>
<i>White</i>	<i>80% (12)</i>	<i>15</i>

Grade 4 Math - 29%

<i>Category</i>	<i>Percent Proficient</i>	<i>Number of students tested</i>
<i>Sped</i>	<i>0%</i>	<i>7</i>
<i>Bilingual</i>	<i>5% (1)</i>	<i>19</i>
<i>Low income</i>	<i>8% (2)</i>	<i>25</i>
<i>Hispanic</i>	<i>11.5% (3)</i>	<i>26</i>
<i>White</i>	<i>60% (9)</i>	<i>15</i>

Manson Elementary SWIP 2021-2022

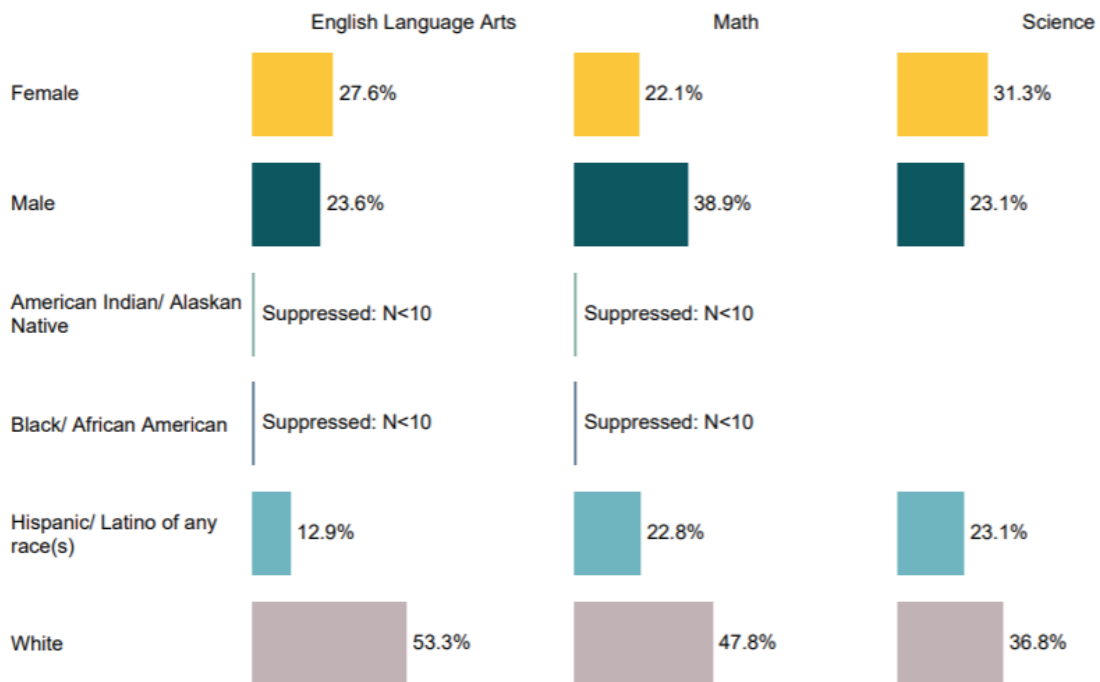
Grade 4 ELA - 30%

Category	Percent Proficient	Number of students tested
Sped	14% (1)	7
Bilingual	0%	19
Low income	4% (1)	25
Hispanic	15% (4)	26
White	53% (8)	15

The graph below shows our state assessment results from 2018-19 (which is what is currently on the OSPI report card).

Due to early school facility closure and the suspension of end of year testing, 2019-20 assessment data is not available.

Manson Elementary 2018-19

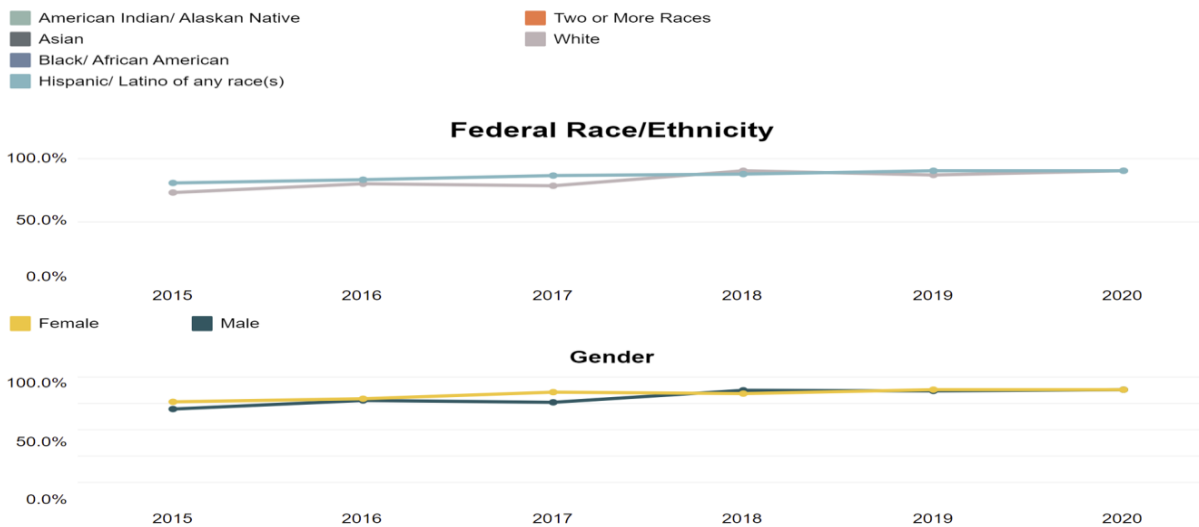


Language Acquisition: The ELPA21 data from 2013 - 2021 showed an increasing trend in the numbers of students exiting the program in the elementary school, with a dip in 2018.

Year	# of St. Exited District	ELEM	MS	HS
2013	12	6	2	4
2014	9	3	4	2
2015	14	7	6	1
2016	16	11	3	2
2017	27	23	4	0
2018	21	17	4	0
2019	28	13	7	8
2020	18	14	0	4
2021	23	11	8	4

Attendance: The attendance rate in 2020 was better than 90%. Manson Elementary students did participate in remote learning as part of our hybrid model and students were actively present online via Zoom.

Manson Elementary 2020



Discipline: Discipline referrals decreased from 5 events in 2019-2020 to 3 in 2020-2021. The remote and hybrid schedule had an impact on the amount of referrals that were written.

Professional Development: The professional development focus for MES teachers during the 20-21 school year was their continued work with Glad strategies to support engagement for all students. Multiple grade level teams shared engaging strategies with their colleagues during scheduled Zoom meetings. In order to meet the needs of our students we shifted our schedule to be 5 days a week. This impacted our professional development time tremendously. We decided to prioritize students in school above professional development. By making this adjustment, our teachers gave up their professional development time so that students could be in class 5 days a week. Teachers adjusted their teaching schedules and routines to successfully meet all COVID Protocols.

Do

Goals: After reviewing the data and goals of 2020-2021, the building leadership team decided to continue the focus of 2020-2021 with updated goals.

Goal Area: Student Safety/Discipline - Student Recognition

100% of students at MES will receive positive recognition (ex. Wildcat Tickets, Positive Office Referral, verbal recognition, PRIDE award, AR Prizes) from a staff member as measured by teacher record and a student survey taken in the SPRING of 2022.

100% of students grade 3rd- 5th at MES will select “often or always” on the spring survey when asked, “Do you feel accepted at our school?”

Goal Area: Family Engagement - Conferences

We will achieve 100% attendance during our Fall and Spring conferences as measured by teacher and office record.

Goal Area: Closing the Gap – STAR, SBA, WIDA

100% of students will make at least 1 year of growth in reading as measured by Fall '21 and Spring '22 STAR data.

100% of students will make at least 1 year of growth in math as measured by Fall '21 and Spring '22 STAR data.

During the 2021 - 2022 school year, 30% of 3rd grade qualifying EL's, 50 % of 4th grade qualifying EL's, and 70% of 5th grade qualifying EL's will meet state criteria for exiting from the TBIP program on the annual WIDA Access assessment.

50% of 3rd – 5th grade students at Manson Elementary will achieve proficiency on the state assessment in ELA, Math, and Science.

All students that qualify as low income and take the SBA in ELA and Math, will increase their overall proficiency by 15%.

	Goal Area: Professional Development - MTSS
	Manson Elementary staff will receive professional development on MTSS implementation. The SSIT will expand its work by creating a multi-tiered system that supports student behavior. Our staff will begin the journey towards implementing a school wide multi-tiered system of support that will take into account the whole child. Systems of support will include academic, behavior, and social emotional tiered supports.
Study	<p>There are numerous points for monitoring progress along the way.</p> <p>Academic: Star reading and math, classroom based assessments, diagnostic data (F and P, SIPPS, etc.) for students in interventions, WAKIDS, and the Smarter Balance Assessment.</p> <p>Student Safety: Discipline data by month; attendance data by month; results of spring survey; and the SEL screener.</p> <p>Parent Involvement: Survey results during Spring conferences which will include preferences on how families would like to receive school information.</p>
Act	The Building Leadership Team will review the above progress monitoring data, and will review goals/goal attainment in the fall. There will be opportunities along the way to review progress data in every area.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	<p>The Building Leadership Team, after review of school data, developed three items to focus on for our student this upcoming year. The three focuses are:</p> <ul style="list-style-type: none"> • Preparing students for Spring assessment with an intentional focus on aligning standards and using IABs and assessment vocabulary • Infusing technology into our classrooms • Building our student recognition programs to support motivation and engagement <p>To achieve these goals, Manson Elementary School will continue current work that is yielding results, and will also change/add tasks on the journey to school improvement.</p> <p>Continued Work</p> <p>Transitional Bilingual Program: We will continue implementing our transitional bilingual program with fidelity. In partnership with our district ELD team, and current research around best practices, our teachers in our transitional program will explore the option of increasing English literacy simultaneously with Spanish literacy. We were able to hire an ELD teacher this school year that will help transition students out of the TBIP program.</p> <p>Interventions: The intervention team and support staff will emphasize pushing into classrooms when appropriate. The intervention team will explore ways to increase time students receive grade level content from their classroom teachers. This will be done by creatively adjusting times when students get pulled out and being flexible with classroom teachers. Our current reading program uses CIA for Grades 3 – 5 and CKLA for grades K-2. Standards based instruction and grading</p>
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is used to drive pacing across subject areas. Adopted instructional materials guide instruction in language arts, math, social studies, and science. During scheduled intervention times each day from Tuesday – Friday, students in all grade levels receive intervention support/on level work/or accelerated work. Students are assessed twice per year using a universal screener (STAR). Students below benchmark receive additional diagnostic screeners, such as a Fountas and Pinnell or SIPPS assessments.

Family Involvement: MES is exploring the option going digital with information. Due to COVID the last couple years, family involvement has looked different. An effort to post activities and highlights on Social Media has created a space to showcase our school to the community. In addition, staff will survey families during the Spring conferences to determine the barriers to attending events and to discover what families would like to learn more about.

Transitional support: Students in preschool visit the “big” cafeteria and kindergarten classrooms the last two weeks of school to prepare for the following year. Entering kindergartners spend time with their teachers and parents to do the WAKIDS assessment. The fifth grade team meets with the middle school team to convey important information to staff to make transition easier. The middle school creates a time for fifth grade students to visit the spring before they move up.

Do

GLAD: New staff will have the opportunity to learn GLAD strategies from their colleagues and our new teachers will be trained by our ELD coordinator. Teachers will continue to be given time to build units that contain GLAD strategies.

Enrichment: Successful implementation of a new Enrichment class will focus on infusing the Arts into grade level content. Collaboration from the enrichment teacher and the classroom teacher will be supported by the building schedule and expected to occur monthly with each grade level. A schedule has been created for every student to access the studio 2 times a week.

Technology: 1:1 Laptops have been issued to every student 2nd - 5th grade. Students in kindergarten and 1st grade have access to tablets. Technology expectations for each grade level will be determined by our Building Leadership Team. Continued effort to create projects and units that implement technology.

IABs: Interim assessment blocks and teaching test taking skills will be implemented in the 3rd-5th grade classrooms in order to better prepare our students for the Spring assessment

Study

MES will monitor data across subject areas, as well as discipline referrals, STAR scores, SBA Interim data, implementation of formative assessment tools and ACES and GLAD strategies used in instruction.

Act

MES will monitor and adjust our practices on an ongoing basis.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

Plan

Interventions

Reading: Our current ELA curriculum is CKLA for primary (K-2) and CIA for upper (3-5). Our reading intervention program is a mix of pull-out and push-in. This decision was in collaboration with teachers and is dependent on space, student need,

	<p>and numbers. Students will not be missing any core content from their classrooms and groupings continue to following CDC guidelines with spacing in the classroom.</p> <p>Our reading intervention team consists of 4 staff members, 2 specialists and 2 classified staff members teaching small group reading interventions 4 days a week. Initially when reading interventions started, we didn't have the curriculum to teach the various weaknesses students had in reading. We now have a curriculum and the corresponding assessments for each of the 4 areas of reading including; phonemic awareness (sounds), orthographic processing (symbol imagery), contextual reading (vocabulary), and comprehension. During 2019-2020 school year we were able to purchase and use assessments to properly identify the specific area of concern for each student in reading in order to place them in the appropriate intervention program. With such specialized curriculum and instruction, our tier 2 and 3 systems provide the specialized interventions the students need.</p> <p>We will also continue our focus of early intervention support where we are supporting K-2 students by pushing into the classroom to provide student support in the classroom. Our number of students entering the reading intervention program at grades 3 and above has declined since we started this early intervention support. We are now able to better ability grouping students in order to provide intensive intervention services to exit students out of interventions and back into the classroom as soon as possible.</p> <p>Math: Manson Elementary uses the Bridges math curriculum. Our Math intervention program consists of a .75 certified teacher who focuses on students who score below grade level in the STAR screener. These small groups occur during class time. The teacher uses the Bridges intervention curriculum and progress monitors students weekly. The goal of Math intervention is to provide intensive small group instruction to students who are below grade level.</p> <p>Behavior: In the area of behavior, MES has a full time counselor who works actively to engage all students through classes in social skills. For students needing Tier 2 supports, the counselor has a check-in/check-out system and works with small groups on specific issues such as friendship skills. In addition, we partner with a local community health agency to provide mental health support here at the school.</p>
Do	<p>The ELD coordinator will support building admin and elementary staff by continuing to focus on early intervention in Spanish literacy and English oral language development.</p> <p>Based on the Star screener and classroom based assessments, we will target specific aspects of Math and ELA. Our 3rd – 5th grade teachers will include the use of Interim Assessment Blocks as formative checks throughout the year.</p> <p>Data driven PLC time and collaboration, will be foundational in helping our struggling students master content.</p>
Study	<p>Our staff will continued to review STAR, CBA, and SBA data to determine what works for our students.</p>
Act	<p>We will respond to the data as indicated.</p>
<p>COMPONENT #4: COORDINATION AND INTERGRATION – See Budget Document.</p>	