

TITLE I, PART A SCHOOLWIDE PLAN

Name of District/Building: Manson School District/ Manson Middle School

Principal: Heather Ireland

Building Leadership Team: Matt Brown, Anita Johanson, Heather Teague

Date: November 15, 2021

Mission

Continuous Student Learning

Vision

At Manson Middle School, we provide opportunities for all students to EXPLORE their world, DISCOVER who they are as learners and BECOME citizens of a global community.

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan

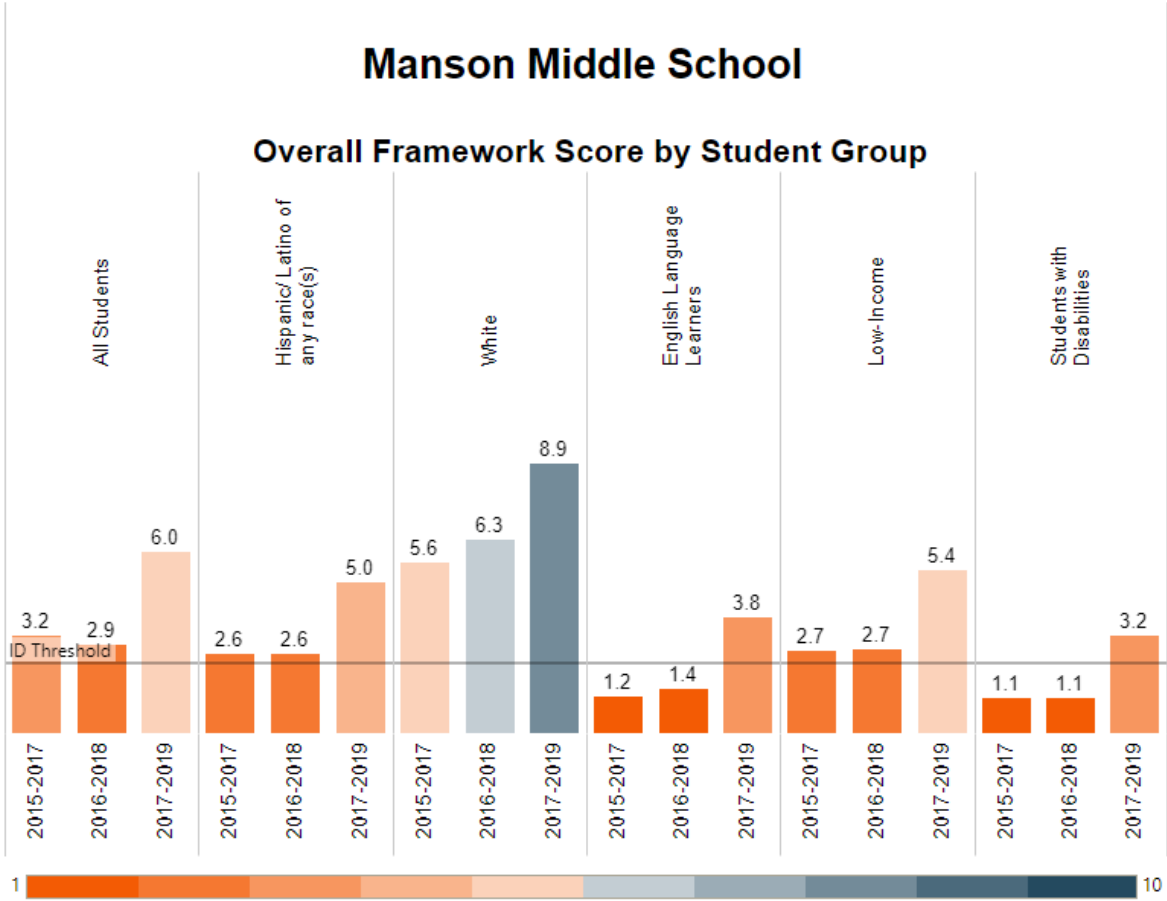
During the fall of the 2021-2022 school year, the leadership team at Manson Middle School reviewed data generated from My School Data within the school’s student information system (Skyward). Staff are still teaching and supporting students during the COVID-19 health crisis. While staff and students have returned to school full time, returning to a regulated state has not yet been realized. The table below encapsulates the data that has been and/or will be reviewed throughout the year.

Type of Data	Timeframe of Review	Reviewers
STAR Reading	Yearlong, monthly	Classroom teachers
STAR Math	Yearlong, monthly	Classroom teachers
Classroom Based Assessments	Year long, ongoing	Classroom teachers
SBA	Fall 2021	Classroom teachers
Attendance	Ongoing	Principal, attendance secretary, counselor
Discipline	Ongoing	Principal, counselor
Conference attendance rates	October and March	Principal, Teachers, Counselor, District Office
ELPA21	Winter 2020, 2021	ELD Coordinator, classroom teachers, principal
SBA Interims	2X per year (minimum)	Teacher Teams

6	43	L1 = 49% L2 = 30% L3 = 21% L4 = 0%	49% below 21% above	L1 = 72% L2 = 23.3% L3 = 2.3% L4 = 2.3%	95 % below 5% above	L1 = 35% L2 = 21% L3 = 37% L4 = 7%	56% below 44% above
7		L1 L2 L3 L4		L1 L2 L3 L4		NA	NA
8	64	L1 = 36% L2 = 28% L3 = 25% L4 = 11%	64% below 36% above	L1 = 40% L2 = 34% L3 = 19% L4 = 7%	74% below 26% above	NA	NA

Washington School Improvement Framework (as of February 2020)

How did each student group perform on the Washington School Improvement Framework, over time?



Year	# of St. Exited MS
2015	6

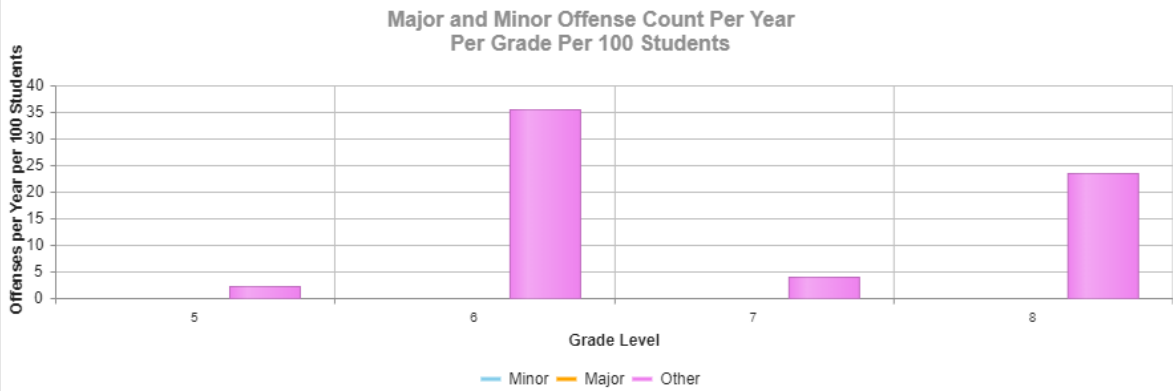
Language Acquisition: The shows a small number of the middle school.

Behavior (from Sept & Oct

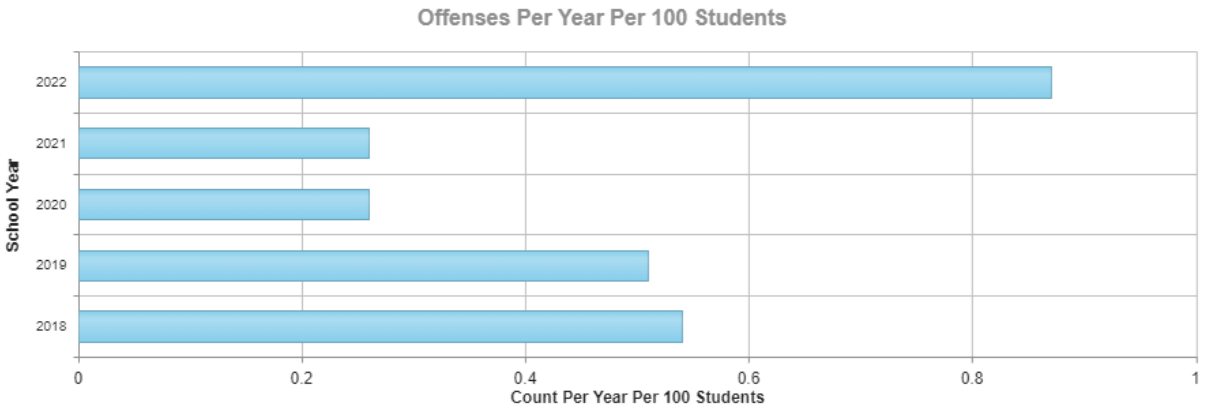
2016	3
2017	4
2018	4
2019	7
2020	0
2021	8

ELPA21 data from 2015 - 2021 students exiting the program in **2021):**

School Year: 2021-22; Schools: Middle Schools,K-12; Offense Types: All; Incident Type: Referral,Offense; Student Groups: All Demographics



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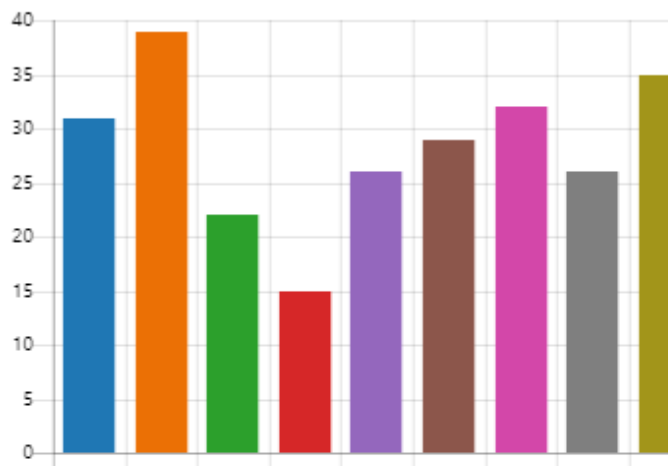


Parent Survey from Conferences

What topics are you interested in learning more about? (check all that apply) / Sobre q le interesa aprender mas? (marque todos los que le interesan)

[More Details](#)

- Cell phone usage (at home, at... 31
- Access to student progress / ... 39
- Parenting strategies / Estrateg... 22
- Edibles/vaping / Comestibles/... 15
- Parent involvement / Involucr... 26
- Academics / Academicas 29
- Technology usage / Uso de Te... 32
- Organizational skills / Habilidad... 26
- Social/emotional Health / Salu... 35
- Other 6



Professional Development: MS staff had embedded GLAD and trauma informed strategies taught throughout the 2018-2019 school year. The MS engaged in a book study titled Fostering Resilient Learners and worked with our English Language Development Coordinator to support students in language acquisition.

Parent Involvement: Conference attendance rate in Fall 2021 was 94%. By the end the week we were at 100%.

Do The Comprehensive Needs assessment of the data in 2019-2020 and a review of the previous year's goals/outcomes led Manson Middle School to update their SMART goals. The leadership team reviewed these goals in fall of 2019. Without updated data from SBA or quality ELPA21 data, we will roll these goals over into the current year.

Goal Area	SMART Goal: 2019-2020	Outcome	SMART Goal: 2021-2022
Instruction/Professional Development/Academic Growth	SMART Goal: Spring 2020, students in grades 6-8 in the MS will increase the % of students meeting standard on the SBA math and ELA test by 10% at each grade level on each respective assessment.	SBA Testing was not administered in the Spring of 2021. Preliminary scores from Fall 2021 indicates	

		<p>SMART Goal:</p> <p>Students who are below proficiency in reading will make the equivalent of 1.2 years of growth between fall 2019 and February 2020, and students who are at proficiency will make the equivalent of 1.0 years of growth between fall 2019 and February 2020 as evidenced by STAR.</p>	<p>STAR Testing was not administered in during the 2020-2021 School year.</p>		
		<p>SMART Goal:</p> <p>Students in grades 6-8 in the MS will increase the % of students on the TBIP count meeting proficiency by 10% as measured by the ELPA 21 assessment.</p>	<p>In the winter of 2020, 0% of our MS students on the TBIP count met proficiency. In 2021, 17% met proficiency with the following breakdown:</p> <p>6 = 8%</p> <p>7 = 26%</p> <p>8 = 13%</p>		
Study	<p>Monitoring progress along the way:</p> <p>Academic: Local data review for literacy and math; Interim proctoring and review by teachers; monitoring implementation of Character Strong lessons</p>				
Act	<p>The Building Leadership Team will review the above progress monitoring data, and will review goals/goal attainment. There will be opportunities along the way to review progress data in every area.</p>				
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES					
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES					
Plan	<p>The Building Leadership Team, after BLT and staff review of a variety of school data, developed four broad goals for our building this upcoming year. The four goals are:</p> <ul style="list-style-type: none"> • All certificated staff will participate in learning and implementing Character Strong into advisory as well as other parts of the academic day. This is a staff wide initiative to improve our ability to nurture the education of students with ACES. • Develop common behavior expectations for all students. Then, provide Tier 1, 2, and 3 targeted interventions for students. Supporting positive behavior choices will open access to academic learning. • Provide parent information nights in grades 6, 7, and 8 based on areas of interest. 				

	To achieve these goals, Manson Middle School will continue current work that is yielding results, and will change/add tasks on the journey to school improvement.
Do	<p>New Work</p> <p>English Learners: Based on the 2019 to 2021 ELPA data indicating an increased number of students in the middle level are exiting the EL program, MMS will continue meet with the ELD coordinator to provide EL strategies and instructional support for language acquisition in the content classroom.</p> <p>Intervention: Using OSPI's menu of best practices as a resource and based on data from state and local assessments for current 6th and 7th grade students, identified students are placed in a reading or math intervention. These groups are flexible and change every few weeks.</p> <p>Behavior: The 2021 school year has been challenging in terms of minor to extreme behavior disruptions. In a quick snapshot of posted expectations in MS classrooms, 2 of the 11 visited had expectations posted so that they could be referred to for adherence to the rules. The MS team will identify and develop common expectations around classroom, lunch, hallway and bathroom behaviors. These behaviors will be explicitly taught. We will develop a common flow of progressive steps in the classroom and build a toolbox of possible consequences. With a state and national increase in heightened sexual comments, fights, and other forms of aggression and harm – along with a new staff it is time to engage in the discussion and bring focus and clarity to this essential practice.</p> <p>We will access our new SAP (Student Assistance Program) mentor provided to the secondary building from our local ESD to provide psychoeducational support for students demonstrating risky behaviors.</p> <p>SSIT: Our Student Support and Intervention Team reviews student with academic or behavior needs. While this is still a new team/process at the Middle School, staff are meeting regularly to determine strategies and structures to support struggling students. Our MS/HS counselor will continue to guide us in the process.</p>
Study	Manson MS will monitor discipline referrals as well as local assessment data, SBA Interim data, and EL strategies used in instruction.
Act	Manson MS 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	In the area of behavior, MMS has a full time counselor that is shared with the HS. The counselor works to engage students through strategies in social skills and executive functioning. The counselor also works as a resource provider to partner with a local community health agency to provide mental health support here at the school. Additionally, our SAP mentor will be on-site 2 days a week for the year to build connections with students, provide in-take assessment, and connect them with outside resources.
Do	<p>Based on SBA Target data, there will be a focus on specific aspects of reading and math that needed growth across all grade levels with an intentional focus on typically marginalized groups of students.</p> <p>Data driven PLC collaboration time will be foundational in helping our struggling students master content. In addition to supplemental interventions, teachers are providing reading and writing support in all content areas.</p>
Study	Our staff will continue to review ELPA, Interim, SBA, and local assessment data to determine what works for our students.
Act	We will respond to the data as indicated.
COMPONENT #4: Combining Funds Matrix	

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education	\$249,144	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. This includes: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Title I, Part A	\$6,624	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Learning Assistance Program	\$5,646	To support reading, writing and math interventions along with additional assistance to high poverty students.
Local funds	\$22,094	To provide basic education to all Manson students in grades 6-8
Total	\$283,508	