TITLE I, PART A SCHOOLWIDE PLAN

Name of District/Building: Manson School District/ Manson High School **Principal: Kamie Kronbauer** **Building Leadership Team: Joey Johanson, Jen Koth, Samantha Lovelace, Susan Sears (intern)**	**Date: October 28, 2021**
Mission **Continuous Student Learning**	**Vision** **At Manson High School,** we envision a compassionate and challenging school environment where students are valued as individuals; stretched to achieve their full potential; understand and contribute to a world they live in; acquire the social skills to be successful in a complex and rapidly changing world; are well nourished, safe and nurtured.

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan

During the fall of the 2021-2022 school year, the BLT at Manson High School reviewed data, including state and local assessments that were administered prior to the pandemic. The table below encapsulates the extent of data review.

Type of Data	Timeframe of Review	Reviewers
Local Assessments	Yearlong, monthly	Classroom teachers
Graduation rate	Annually	Classroom teachers, counselor, principal
Classroom Based Assessments	Year long, ongoing	Classroom teachers
SBA and WCAS	Annually	All Staff
Attendance	Ongoing	Principal, attendance secretary, counselor
Discipline	Ongoing	Principal, counselor
Conference attendance rates	October and March	Principal, Teachers, Counselor, District office
ELPA21	Winter 2019	ELD Coordinator, classroom teachers, principal

SAT/ACT	Monthly, Trimester	Principal, teachers, counselor, BLT
SBA Interims	2X per year	Teacher Teams
F-List	Weekly	Teachers, Principal
SEL survey data	2 X per year	Principal, BLT, Counselor

DATA SUMMARY/ANALYSIS

Manson High School currently serves 201 students in Grades 9-12. Disaggregating the data, approximately 25% are English Learners with 9% being migrant; 10% of students receiving special services; and 65% receive free or reduced lunch. The HS runs on a five period day consisting of 65 minute classes. Students have access to core academic courses, career and technical courses, and college in the classroom courses. There is principal that serve students 9-12 in a secondary building that houses a middle school, as well.

In addition to certificated/content endorsed teachers, there is an English Language Development coordinator for the district, a speech and language pathologist for the district, a special education teacher that also serves middle school students, two foreign language teachers, a fitness and health teacher, a band teacher, art teacher, shop/ag science teacher, computer science teacher, and a counselor who serves middle and high school students. The para-educators assigned to the high school serve students in the bilingual or special education program. The high school has a full time secretary, attendance, and food service clerk.

Manson has strong Parent Involvement as indicated by a conference attendance rate in Fall 2021 of 93%, which has stayed consistent for three years in a row. Graduation, College in the High School and attendance rates are high relative to state averages, while discipline rates are low. However, proficiency on state assessments has historically been lower than state average for all student groups, especially the English Language Learners. With the lack of state assessment data, we will rely on historical information and collect new data moving forward. In addition to historical data, current state and national data indicates that the Covid Pandemic has had a major impact on the social/emotional health of students. Collecting, analyzing and responding to social and emotional information about our students will be a top priority for the 2021-22 school year.

See the Appendix for Data review.

Do

The Comprehensive Needs assessment of the data has been limited because the postponement of state academic assessments due to the Covid Pandemic. Without base line data it is nearly impossible to show growth. Therefore, much of this year will be used to collect baseline data and establish a current reality. After reviewing the goals, data and reports from the previous 3 years that we do have, the building leadership team created a goal in 3 main areas of focus.

	1. **Social/Emotional Development** • Manson High School students will participate in a social and emotional wellness survey 2X during the 2021/22 school year. This survey will constitute the base line data for the following year. 2. **English Language Development** • The percent of high school students on the TBIP count that exit the program by meeting proficiency will increase by 10% as measured by the WIDA assessment given in February and March. 3. **Academic Development** • The percent of high school students passing all of their core classes will increase by 10% at each grade level, measured by classroom grades 3 times per year at the end of each trimester.
Study	**Monitoring progress along the way:** 1. **Social/Emotional Development** • Once an appropriate SEL survey/measurement tool has been selected and administered, the BLT and staff will review the results to determine next steps. Attendance and discipline data will be monitored in an on-going process. 2. **English Language Development** • When reviewing data, collaboration teams will disaggregate and analyze data with a focus on equity. 3. **Academic Development** • The BLT and staff will consistently monitor the F-list. • Monthly collaboration meetings to review student data from classroom and district/state/ national assessments reviewed by teacher teams; Interim proctoring and review by teachers; and monitoring implementation. When reviewing data, collaboration teams will disaggregate and analyze data with a focus on equity.
Act	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.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	Based on our 3 main goals, the BLT recommends that Manson High School staff • Mitigate the emotional impact of COVID by incorporating SEL strategies into classroom routines. • Close the gap between English language learners and non-English language learners by incorporating ESL strategies into classroom routines with an emphasis on Tier Two academic vocabulary. • Mitigate the academic impact of COVID by incorporating best practice instructional strategies into classroom routines.

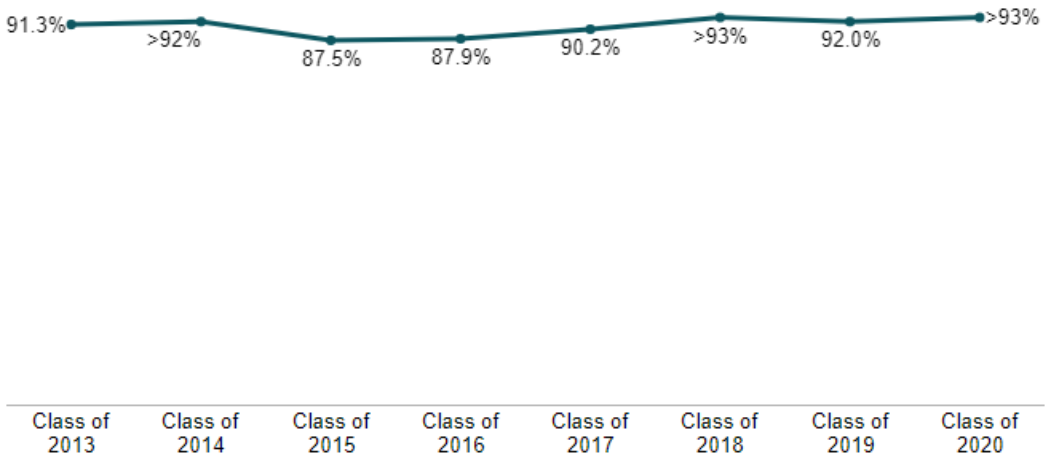
	To achieve these goals, Manson High School will continue the current work that is yielding results, and will change/add tasks on the journey to school improvement.
Do	**New Work** 1. **Social/emotional:** Approximately twice per month on Building Late Starts, the BLT will lead the high school staff in professional development around effective SEL strategies for the classroom. They will be using the information from Joseph Nigel's presentation at the beginning of the school year. For the 2021/22 school year, we have adjusted our daily schedule by adding a 25 minute "Strong Time" where students meet in groups with their mentor to receive SEL and academic instruction and support. **2. Language Development:** Approximately twice per month on Building Late Starts, the BLT and English Language Director will lead the high school staff in professional development around effective EL strategies for the classroom. The focus will be on effective language acquisition strategies for increasing academic language. For the 2021-2022 school year we have again included an intervention section for EL students. **3. Academic:** An After School program will begin in 1st trimester as an academic intervention designed to support struggling students. For the 2021-22 school year, the BLT will design and implement instructional rounds so staff can watch colleagues model the strategies demonstrated on Late Start Mondays.
Study	Manson HS will monitor data across subject areas, as well as SEL surveys, discipline referrals, attendance, local assessment scores, SBA Interim data used in instruction.
Act	Manson HS 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	MHS has a full time counselor that is shared with the MS. 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. Our counselor also works to support students with academic counseling in terms of credits and college/career readiness. To further support this work, MHS has partnered with CVCH to have a mental health counselor on campus 2 days a week. MHS has also partnered with the ESD to have a Student Assistant Program counselor on campus 2 days a week.
Do	Based on classroom data, there will be a focus on specific aspects of reading and writing that needed growth across grade levels, specifically for our students identified on the TBIP count. Data driven PLC collaboration time will be foundational in helping our struggling students master content. In addition to supplemental interventions, teachers will provide reading and writing support while building academic language in all content areas.
Study	Our staff will continue to review CBA, WIDA, Interim, and SBA data to determine what works for our students.
Act	We will respond to the data as indicated.

COMPONENT #4: Combining Funds Matrix			
Program	Elementary	Middle School	High School
Basic Ed	375,059.48	249,143.82	210,287.56
Title 1, Part A	9,635.55	6,624.40	5,136.04
LAP	23,987.99	700.02	9,216.98
LAP - High Poverty	11,388.75	4,945.85	8,065.91
Local	15,821.06	22,093.91	0.00

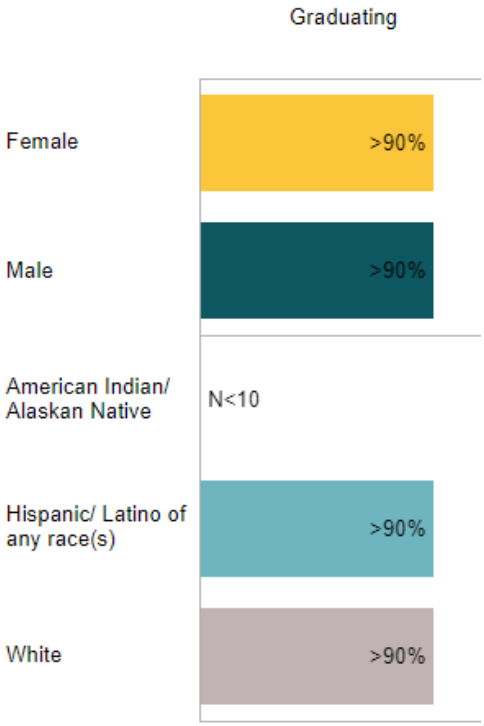
Data Appendix

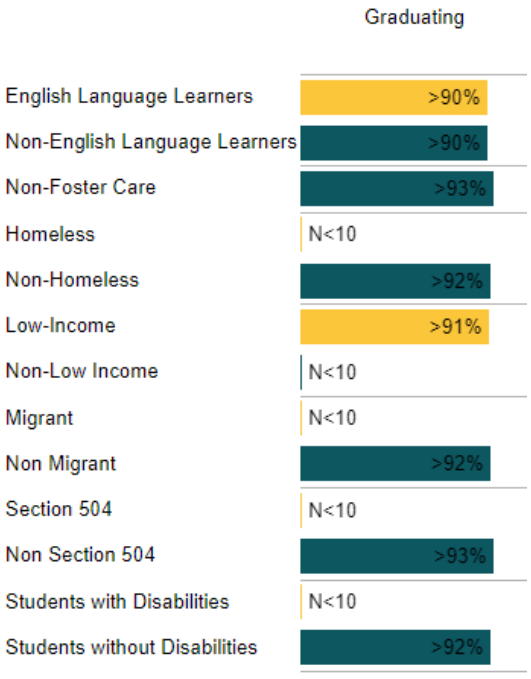
What percent of students graduated in four years, over time?

Manson High School

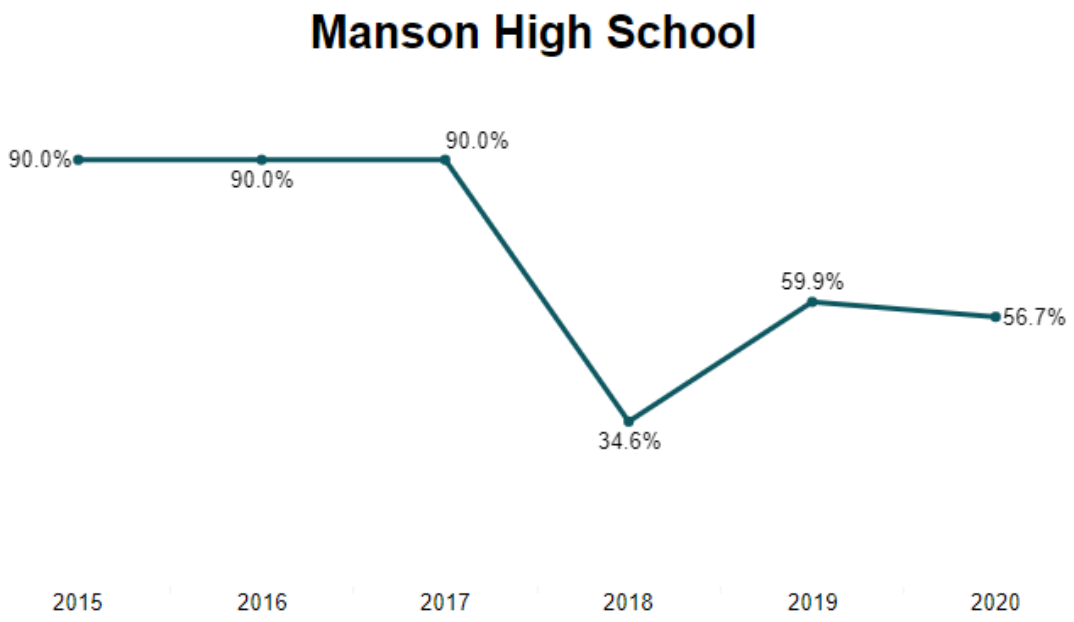


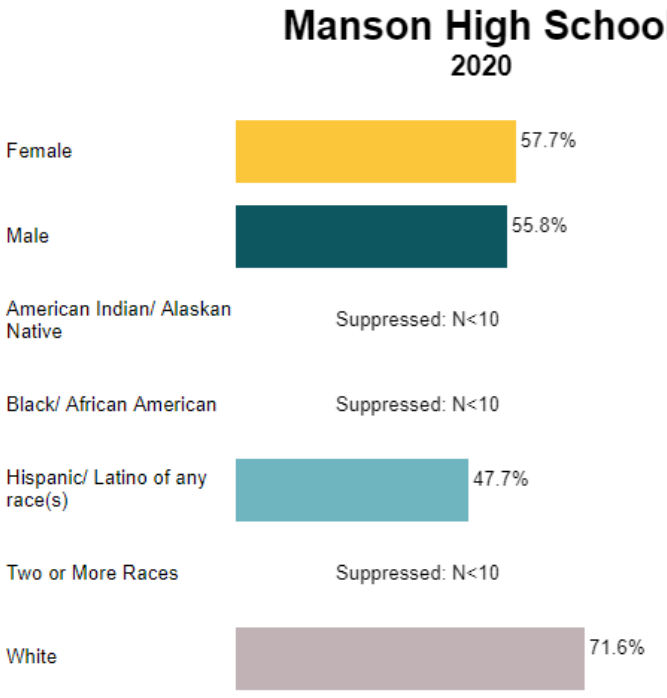
Manson High School
2020

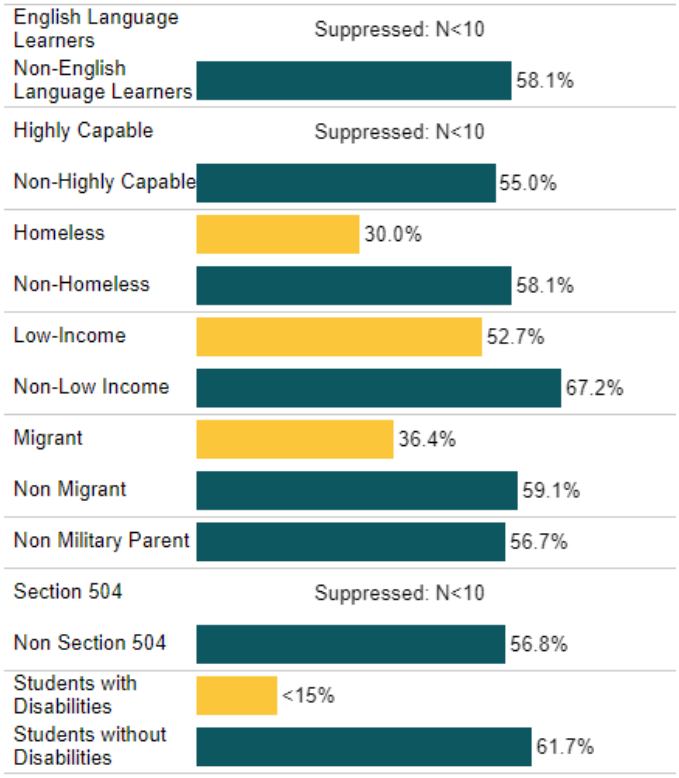




What percent of high school students completed a dual credit course, over time?





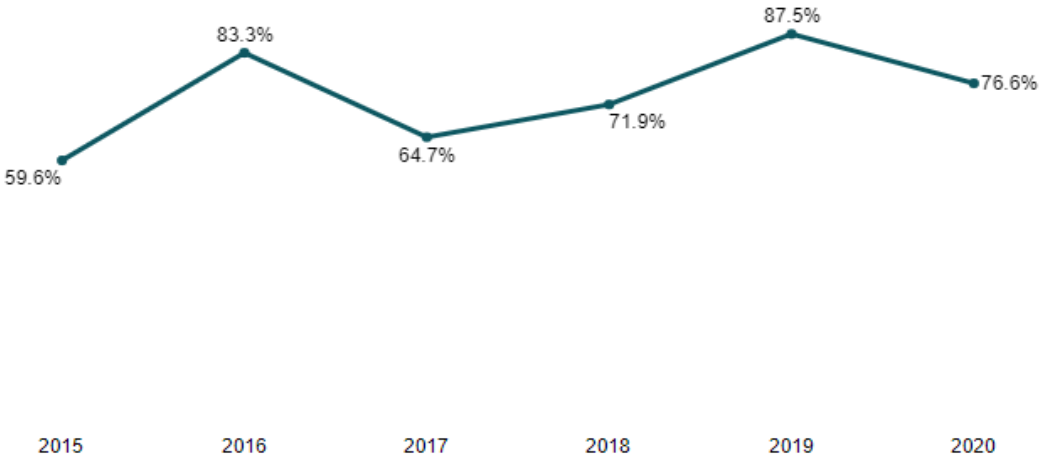


College in the High School 2020-21

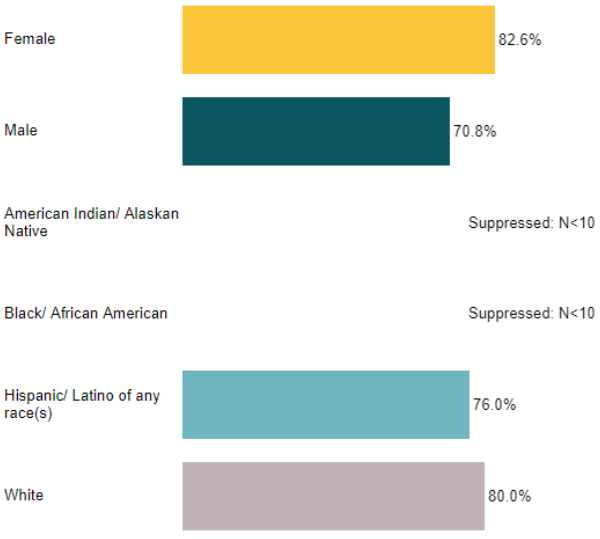
Total Students: 85
51 Female, 34 Male
44 White, 41 Hispanic
48% of students taking CiHS identified Hispanic
Total Courses Taken: 225
Total College Credits Awarded: 1125

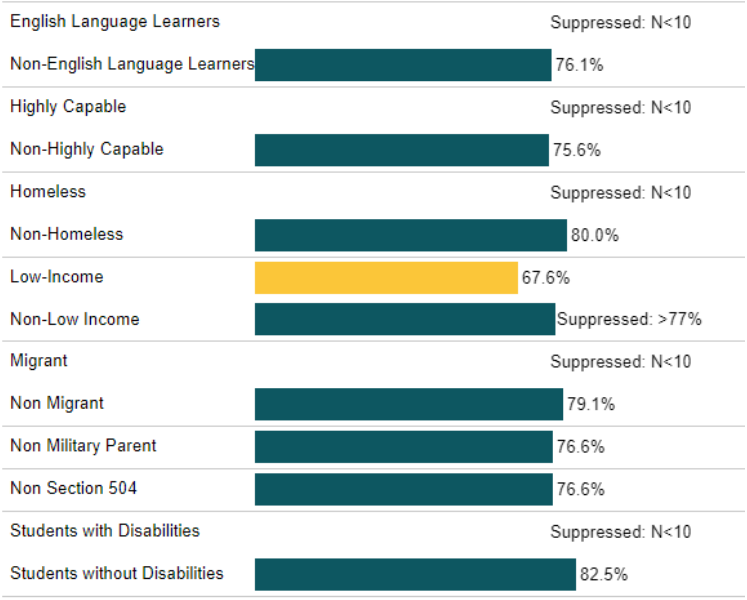
What percent of students passed all their courses in ninth grade over time?

Manson High School

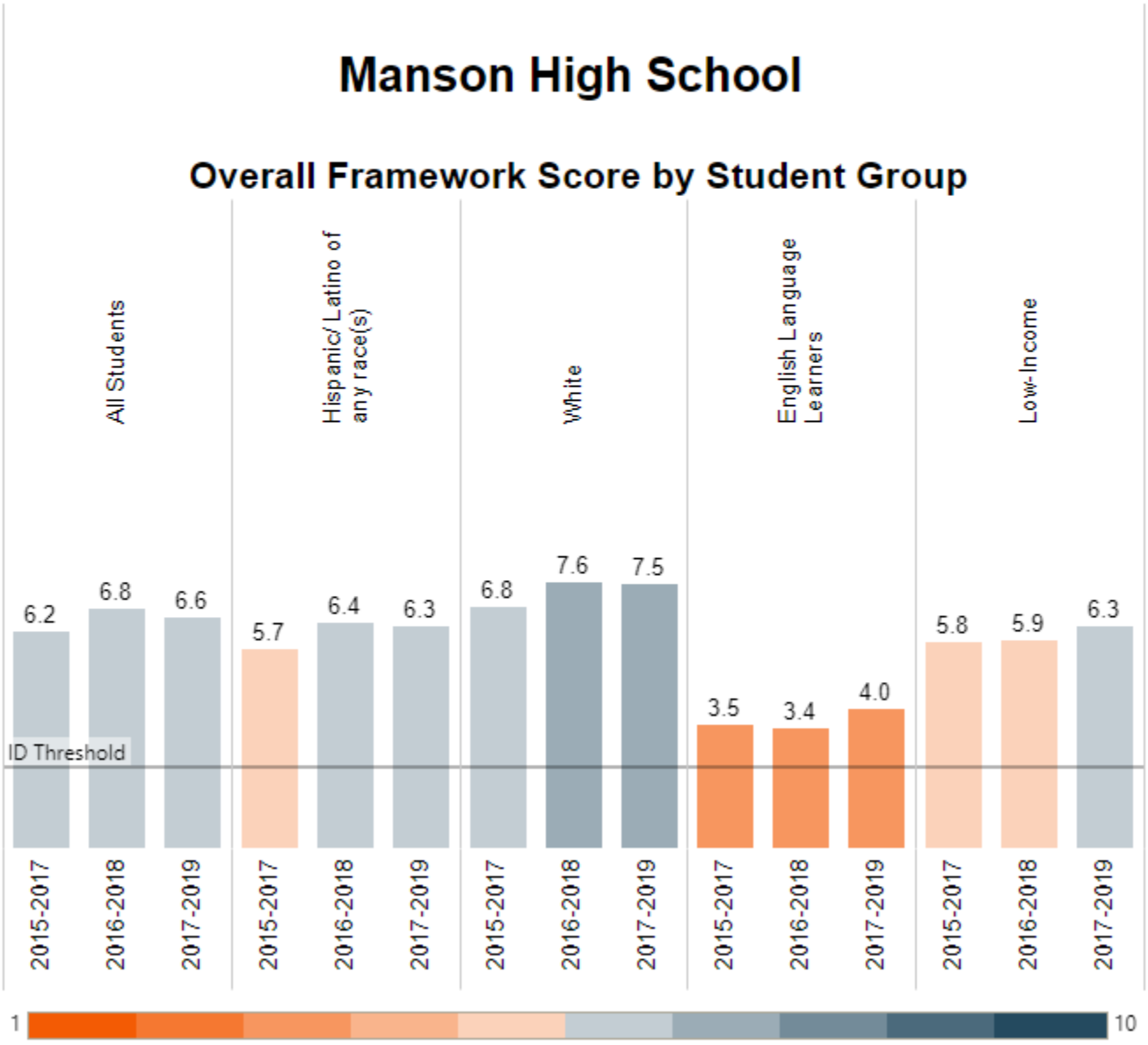


Manson High School
2020



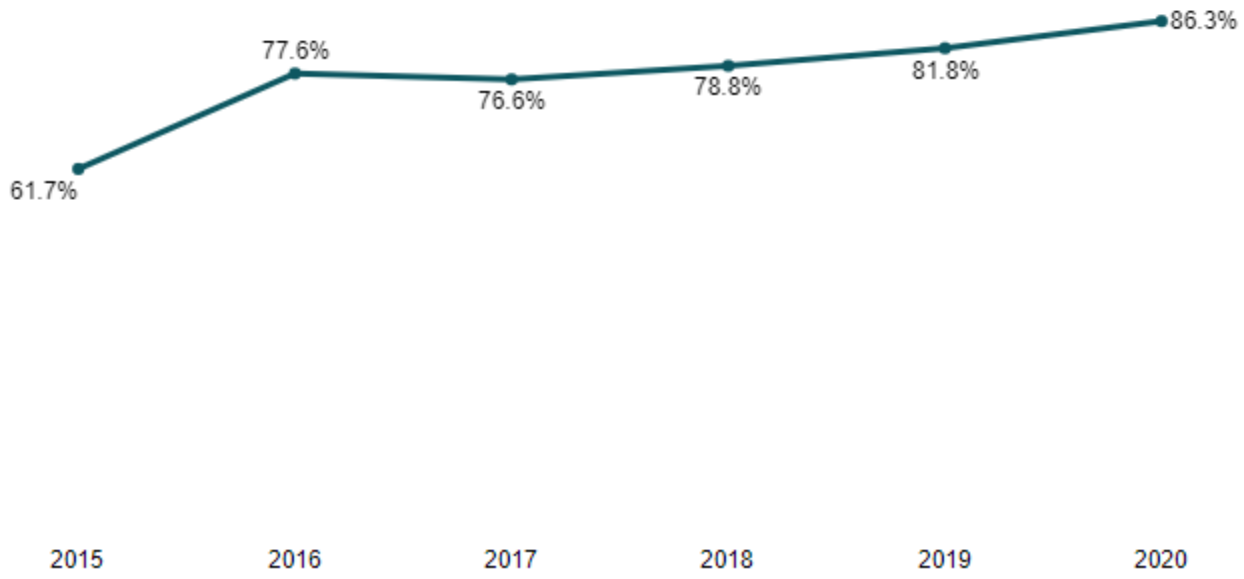


How did each student group perform on the Washington School Improvement Framework, over time?

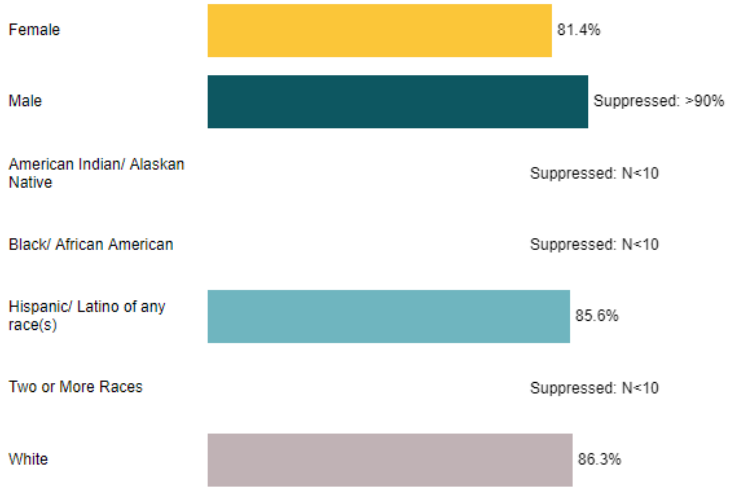


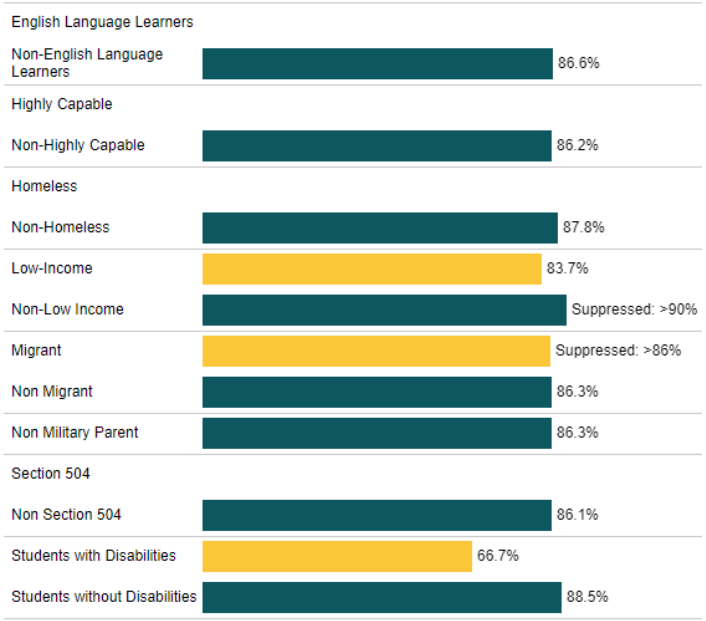
What percent of students had fewer than two absences per month, on average, over time?

Manson High School



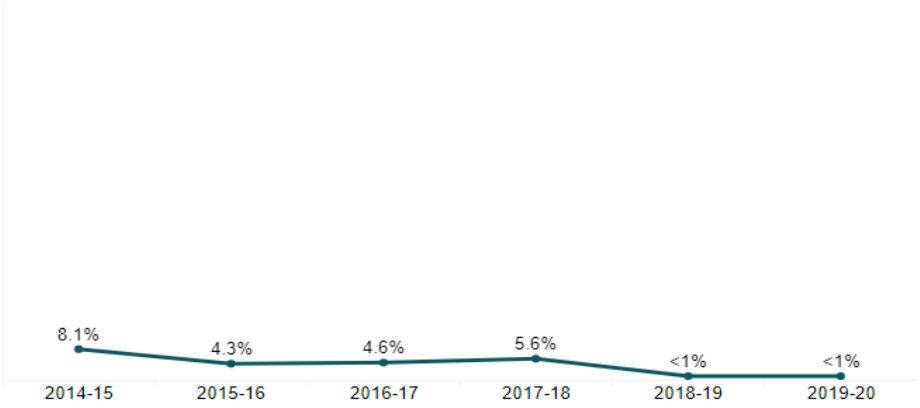
Manson High School
2020





What percent of students are excluded in response to a behavioral violation, over time?

Manson High School

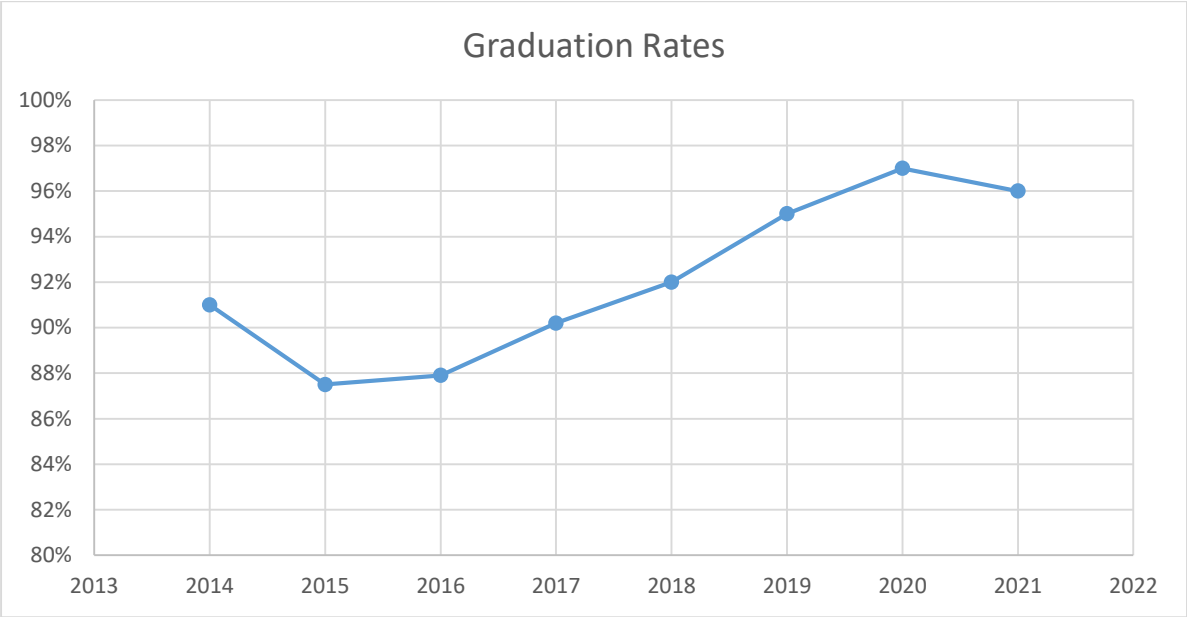


Manson High School 2020

Female	<3%
Male	<3%
American Indian/ Alaskan Native	Suppressed: N<10
Black/ African American	Suppressed: N<10
Hispanic/ Latino of any race(s)	<2%
Two or More Races	Suppressed: N<10
White	<4%

English Language Learners	Suppressed: N<10
Non-English Language Learners	<1%
Foster Care	Suppressed: N<10
Non-Foster Care	<1%
Highly Capable	Suppressed: N<10
Non-Highly Capable	<1%
Homeless	<10%
Non-Homeless	<2%
Low-Income	<2%
Non-Low Income	<5%
Migrant	<10%
Non Migrant	<2%
Non Military Parent	<1%
Section 504	Suppressed: N<10
Non Section 504	<1%
Students with Disabilities	<10%
Students without Disabilities	<2%

Graduation Rate



CLASS OF 2020
ASSESSMENT PATHWAYS

CLASS 2020	ELA	MATH
SBA	36	17
SAT/ACT	0	1
ASVAB	1	4
DUAL CREDIT	0	8
WAIVER	5	11
LDA	2	3
CTE	0	0

CLASS OF 2021
ASSESSMENT PATHWAYS

CLASS 2021	ELA	MATH
SBA	38	17
SAT/ACT	0	0
ASVAB	0	0
DUAL CREDIT	3	24
WAIVER	N/A	N/A
LDA	N/A	N/A
CTE	12	12

FALL 2021 STATE TESTING DATA FOR HS

CLASS OF 2025

Grade	Class Size	Level	% ELA	% Math	% Sci
9	55	L1			34
		L2			13
		L3			33
		L4			20

SBA MATH FALL 21	
18 Yes	35 No
34%	66%
10 M	15 M
8 F	20 F
12 White	5 White
5 Hisp	28 Hisp
4 Low $	23 Low $
0 biling	13 biling
0 sped	8 sped

1 not tested yet

SBA ELA FALL 21	
20 Yes	32 No
39%	62%
11 F	17 F
9 M	15 M
11 White	5 White
7 Hisp	25 Hisp
5 low $	21 Low $
0 biling	13 biling
0 sped	8 sped

2 not tested yet

WCAS SCI FALL 21	
29 Yes	22 No
56%	42%
12 F	17 F
17 M	5 M
13 White	3 White
13 Hisp	19 Hisp
10 low $	17 low $
0 biling	13 biling
0 sped	8 sped

3 not tested yet

CLASS OF 2024

10	51		*	*	*

CLASS OF 2023

11	43	L1	21		*
		L2	26		*
		L3	37		*
		L4	16		*

SBA MATH FALL 21	
14 Yes	25 No
33%	58%
6 F	14 F
8 M	11 M
3 Hisp	6 Hisp
11 White	21 Hisp
6 Low $	20 low $
0 biling	13 biling
0 SPED	7 SPED

3 not tested yet

SBA ELA FALL 21	
23 Yes	20 No
53%	47%
12 F	9 F
11 M	10 M
13 Hisp	13 Hisp
10 White	7 White
13 low $	14 low $
5 biling	10 biling
0 Sped	7 SPED

CLASS OF 2022

12	54	L1			11
		L2			32
		L3			35
		L4			22

WCAS SCI FALL 21	
30 yes	23 no
57%	43%
16 F	13 F
14 M	10 M
16 white	4 white
13 Hisp	19 hisp
16 low $	20 low $
2 biling	13 biling
1 sped	3 sped

1 not tested yet

ELPA21 Data February 2016 to 2021

When looking at this data, we want to see the number of students move from the left to the right, then exit.

Class of 2025	Level 1 – Emerging	Level 2 – Progressing	Level 3 – Proficient
2016	1	27	0
2017	2	22	4
2018	4	13	6
2019	1	12	2
2020	1	14	0
2021	2	12	2

Class of 2024	Level 1 – Emerging	Level 2 – Progressing	Level 3 – Proficient
2016	5	23	2
2017	1	16	7
2018	2	13	3
2019	1	11	3
2020	1	12	0
2021	1	8	1
Class of 2023	Level 1 – Emerging	Level 2 – Progressing	Level 3 – Proficient
2016	2	20	5
2017	1	17	3
2018	3	13	1
2019	1	11	2
2020	5	7	1
2021	1	11	1

Class of 2022	Level 1 – Emerging	Level 2 – Progressing	Level 3 – Proficient
2016	4	12	1
2017	6	10	0
2018	3	10	0
2019	2	11	0
2020	1	14	1
2021	3	11	1

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