

## Manson School District Shared Mission/Vision Policies

### Global Ends Policy #1

**Mission Statement:** The mission of the Manson School District is Continuous Student Learning

**Vision Statement: Vision Statement**

We envision a compassionate and challenging school environment where students:

- *are valued as individuals;*
- *stretched to achieve their full potential;*
- *understand and contribute to the world they live in;*
- *acquire the social skills to be successful in a complex and rapidly changing world;*
- *are well nourished, safe and nurtured.*

### Ends Policy #2a - HIGH ACADEMIC ACHIEVEMENT

Each student will:

- a. Read, write, speak, listen, write with skill and communicate effectively;
- b. Know the core concepts of mathematics and utilize them in integrated and real-world applications;
- c. Know the core concepts of earth, physical and life sciences and utilize them in integrated and real-world applications;
- d. Know the core concepts of civics, history, geography and global economic issues and utilize this knowledge in civic participation and safeguarding of our democratic principles;
- e. Know, experience and gain an appreciation of the arts;
- f. Know the core concepts of health, nutrition and physical fitness and utilize them in real world applications;
- g. Learn at least a year's worth of content and skills in a year's worth of time.

### Ends Policy #2b - PERSONAL SKILLS DEVELOPMENT

Each student will:

- a. Be proficient in the application of current technology;
- b. Experience personal pursuits such as music, art, drama, technology, service to others, sports or other opportunities;
- c. Gain knowledge of other cultures and learn to communicate, read and write in a second language;
- d. Understand the importance of work and finance and how performance, effort and decisions directly affect future career and educational opportunities;
- e. Think analytically, logically and creatively, and integrate experiences and knowledge to form reasoned judgments and solve problems (critical thinking);
- f. Participate in non-school community activities that reflect their understanding of citizenship.

**Ends Policy #2c - SOCIAL SKILLS DEVELOPMENT**

Each student will:

- a. Respect diversity and develop an awareness of other cultures;
- b. Be able to think critically and seek information in order to make responsible individual choices regarding sexuality, cyber use and civic involvement;
- c. Develop the character qualities of respect, compassion, honesty, persistence, integrity and service to others;
- d. Be effective communicators who utilize active listening, probing questions and collaborative practices;
- e. Be responsible team members who can think flexibly, are reliable, and exercise creativity in problem solving.

**Ends Policy #2d – SUPPORT OF STUDENT LEARNING**

The district will:

- a. Work as partners with parent/guardians to assist them in supporting their children's education;
  - Engage with parents to help make important decision about their children's learning.
  - Provide multiple avenues for parents to be involved in their children's education.
- b. Inform the Manson community of students' achievements and progress in learning;
  - Partner with the community to provide activities that allow students to develop their understanding of citizenship and service.
- c. Provide all staff with high quality professional development supporting student learning.

<b>Schoolwide Improvement Plan</b>	
<b>Building Data</b>	
<b>Building:</b> Manson Elementary	<b>1g. Grade Span:</b> K-5 <b>School Type:</b> Elementary
<b>Principal:</b> Ben Riippi	<b>1h. Building Enrollment:</b> 285
<b>District:</b> Manson School District	<b>1i. F/R Percentage:</b> 69%
	<b>1j. Special Education Percentage:</b> 14%
	<b>1k. English Learner Percentage:</b> 44%

<b>School Leadership Team Members</b> Please list by (Name/Title)	
Kendra Ellsworth – 4 <sup>th</sup> grade ELA Social Studies	Kendra Farnsworth – 4 <sup>th</sup> grade Math and Science
Diana Soliday – 2 <sup>nd</sup> grade teacher	Adazelle Gomez – 1 <sup>st</sup> grade teacher
Janine Sanborn – 3 <sup>rd</sup> grade teacher	Stephanie Tichelaar – School Counselor

<b>Vision Statement</b>
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.

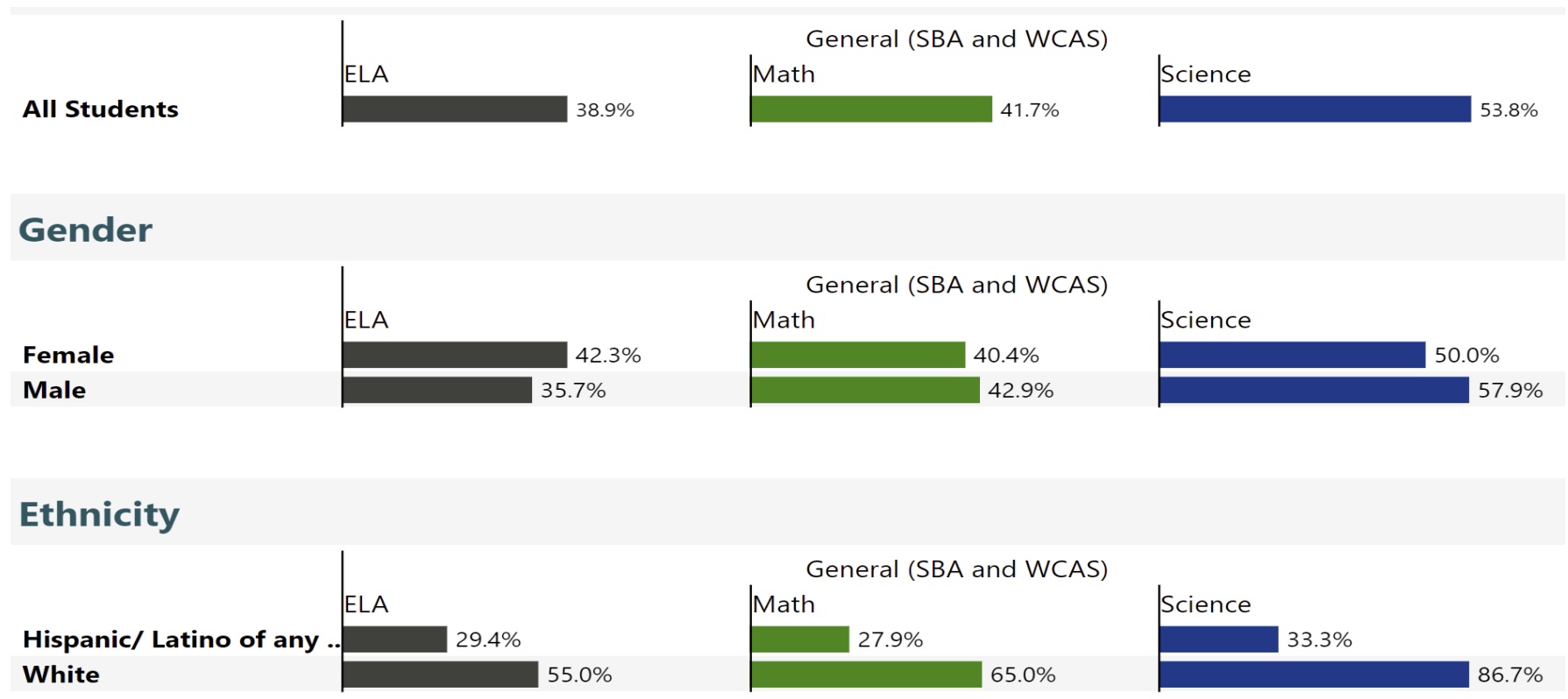
<b>Culture of Equity Description/Statement</b>
Equity for the Manson School District is when each and every student, receives the resources they need to become successful, contributing members in their post-secondary world.

## PLAN/NEEDS ASSESSMENT (SY 2022-2023 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

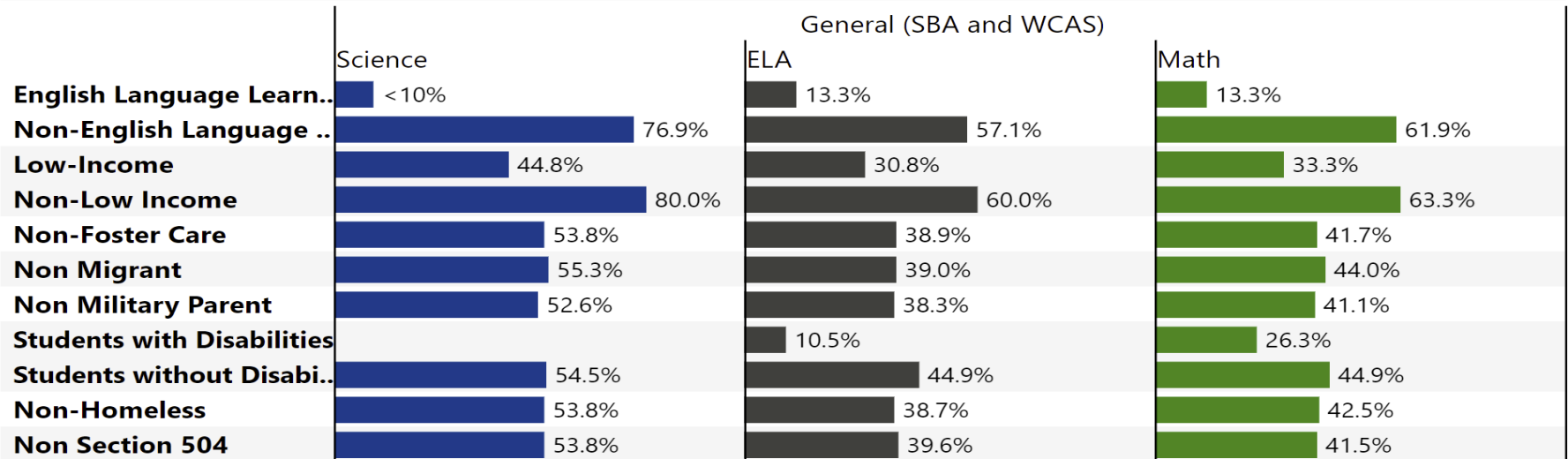
### Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined indicators of learning and teaching success?

We are very proud of the progress we have made on student achievement this year, but we acknowledge that a significant achievement gap remains between our Hispanic and White populations, low-income and non low-income, and multilingual and monolingual students. Our takeaway from this is that if we are going to improve or eliminate this achievement gap we must implement strategies that accelerate the learning of the students in our targeting groups. The two graphs below show the percentage of 3<sup>rd</sup>- 5<sup>th</sup> grade students who were proficient on the state assessments Spring 2022.



## Programs and Characteristics



### Celebrations:

The percentage of 3<sup>rd</sup>- 5<sup>th</sup> students meeting proficiency on the SBA in English Language Arts is the highest it has ever been when using this assessment.

Fifty-four percent of our 5<sup>th</sup> grade students were proficient on the WCAS in Science.

Trend data shows that students at Manson Elementary are improving their overall proficiency on state tests in ELA, Math, and Science.

### Challenges:

Our Hispanic students scored significantly lower than our White students in Math and ELA on the SBA.

Our 3<sup>rd</sup> – 5<sup>th</sup> grade low-income students scored significantly lower than our non-low-income students in Math and ELA on the SBA.

Our 3<sup>rd</sup> to 5<sup>th</sup> grade multi-lingual students scored significantly lower than our mono-lingual students in Math and ELA on the SBA.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas?

### Possible root causes:

The ability for all student to access technology.

Last school year (2021-22) was the first year our school implemented the WIDA.

Our multilingual students are learning to read and write in two languages from kindergarten through 2<sup>nd</sup> grade and the state test is geared towards monolingual English language students.

Analyzing attendance and the impact it has on students achievement.

Not all staff have been trained in GLAD strategies.

Not all staff have been trained in implementing WIDA language standards.

Last year was the first year we prioritized enrichment for all students into our master schedule. Now all students have access to the arts.

To build strengths in these areas it will take more training in GLAD strategies and understanding and implementing WIDA standards into our units.

Our staff has adopted a new ELA curriculum that will also require additional training. To build strength in these areas the principal will have classroom walkthroughs that will focus on the use of GLAD strategies in classrooms. Time will be provided for teachers to build units using GLAD strategies.

3. Describe a typical student at your school that you think is a representational example of the student population.

a. What strengths do they possess?

Our students have strong collaboration skills.

Our students are kind and have the ability to create positive relationships.

Our students are hardworking and not afraid to fail.

Our students are creative and confident.

b. What challenges do they face?

Recovering from a pandemic and catching up on academic skills.

Many students at Manson are learning English as a second language.

Finding affordable housing is a challenge for many families in Manson.

c. What are some important relationships in their life?

Fathers, Mothers, Grandparents, Coaches, Mentors, Teachers, Staff Members, School Administrators, Pastors, etc. We have a very strong community that cares and supports the youth here in Manson.

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the building culture and day to day activities of your school?

Our building culture puts an emphasis on welcoming all students, parents, and guests into our school. Our counselor teaches character development in classrooms and implements small friendship groups to enhance social skills. Our school offers enrichment opportunities including performing arts to all of our students. Our teachers create project-based learning opportunities and focus on building hands on learning activities. Our PTAC supports classroom with field trips throughout the school year allowing our students to build on their learning outside the classroom. We partner with outside agencies like the Wenatchee River Institute and learn about our local environment.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

Our focus for professional development will be on engaging instruction and high expectations for all students:

1. Engaging GLAD strategies in all classrooms.
  2. WIDA language standards and domains – specifically focused on Speaking
  3. Benchmark Advance and Adelante - ELA curriculum
3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

We implement trauma informed practices into our classroom lessons. Our teachers create safe environments to support resiliency. Our professional development around Multi-Tiered Systems of Support last school year improved our systems to better support our students that are performing below grade level in Math and Reading. We have changed the culture around our intervention program and changed the name to "What I Need" groups. This name change is for the purpose of keeping high expectations for all students. Our school will not refer to students who are below grade level as low achievers. Each student comes with different needs, but all students can learn and grow at high levels.

We have looked at STAR, WIDA, and SBA data to see that our efforts are improving student performance. We learned that being intentional about using technology, use of Interim Assessment Blocks as a formative assessment, and creating a safe testing environment had a positive impact on student performance.

Using GLAD strategies have been a massive success in our classrooms throughout the years. The 2022-23 school year will be our second year of implementation of our Enrichment class. We will continue focus on infusing the Arts into grade level content. Collaboration from the enrichment teacher and the classroom teachers 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 art studio 2 times a week. The enrichment teacher will focus on collaborating and using the essential question for each unit. Training our Elementary staff on the four domains of WIDA is a priority for our school.

Our training will focus on teaching engaging Speaking strategies in all classrooms. English Language Development will be a focus for our multilingual learners.

We targeted our 3<sup>rd</sup> grade students for our 4-week academic summer school. Based on STAR reading results from Spring 22 to Fall 22, the 3<sup>rd</sup> grade students where the only group that did not have a summer slump. This shows that our summer school program had a positive impact on the students.

## Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Our Multi-Tiered System of Support team is made up of our principal, counselor, reading specialist, math specialist, ELD specialist, special education teacher, school psychologist, and speech and language pathologist. The team meets once a week and discusses students of concern or students who are receiving academic, social emotional, and behavior supports. The team collaborates with the classroom teacher, makes adjustments and changes the services as needed. Classroom teachers are pulled into meetings to discuss classroom academic and behavior progress. This team meets every Tuesday morning for discussion and notes are taking each week. We look at academic, behavior, and social emotional data from Centervention (online SEL program used in our school) to create a plan for the student.

2. How did your school identify these areas of strengths and improvement?

Our teachers and staff analyze STAR, SBA, and WIDA data to determine areas of strength and improvement. Several teams meet throughout the year to review student progress. Our Building Leadership Team meets twice a month and reviews our goals. Our Multi-tiered System of Support team meets every week to discuss student academic data and to ensure that all students are getting what they need. Every month our Math, Reading, and ELD specialists meet as a team and review individual student data with classroom teachers.

3. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Areas of strength:

Welcoming School Environment – An emphasis has been made to make sure that all students and parents are greeted and welcomed into our school and classrooms. Office staff welcome parents and students, teachers meet their students at the door before school. When students enter the building before school they receive several high fives and hugs from staff that are strategically placed in the hallways. Our library continues to be the hub of the school and each class gets to visit the library once a week. Student conferences consistently meet 100% attendance and evening events such as concerts/community lunches/donuts for dads/book fair/etc. continue to be well attended.

PTAC – Our parent teacher advisory committee is a very supportive and special group that provides a lot of services to the students in our school. This parent group is strong and made up of dedicated individuals that have a passion to serve. Continued collaboration and positive connection with staff is vital in maintaining the solid relationship that is already in place. PTAC involvement is a strength of our school. We have several community volunteers as well as H.S. students that support classrooms in our building.

Areas to improve:



Communication – Every Tuesday, communication folders are sent home along with a weekly bulletin of “Whats Happening” for the week. There is a message from the principal and nurse/counselor each week as well as a calendar of events. Teachers communicate with parents via the Remind App and they often send newsletters in the Tuesday communication folder. Our team will work to strengthen our communication by utilizing a new program named TalkingPoints. The Elementary school is planning on learning the program this year and having all teachers trained and fully using TalkingPoints starting the Fall of 2023. The hope is that as we learn this new system it will improve the Home to School connection. We want our families to know what is being taught in our classrooms.

After and Seminars – Continue to implement a high quality after school program that offers extension opportunities after school for our students. More effort can be made to involve parents and community partners to come to our school to share information about their profession.

### PLAN:NEEDS ASSESSMENT

<input checked="" type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input checked="" type="checkbox"/> Curriculum Based Assessments <input checked="" type="checkbox"/> Discipline Referrals <input checked="" type="checkbox"/> Restraint and Isolation Data <input checked="" type="checkbox"/> Healthy Youth Survey <input checked="" type="checkbox"/> School Climate data	<input checked="" type="checkbox"/> English Language Proficiency Data (i.e. WIDA) <input checked="" type="checkbox"/> Special Education Eligibility/Disproportionality Data <input checked="" type="checkbox"/> Special Education Placement Data (LRE) <input checked="" type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input checked="" type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input checked="" type="checkbox"/> Fiscal and Financial Data <input checked="" type="checkbox"/> Spring Parent Survey <input checked="" type="checkbox"/> Student Wellness Screener
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### PLAN: GOALS

**The 3 goals for Manson Elementary School are focused on high academic achievement for all and align with the Manson School Board’s ends policy #2a.**

Goal #1 (High Academic Achievement)	The 3 <sup>rd</sup> - 5 <sup>th</sup> grade students at Manson Elementary will score above the Washington state average in meeting proficiency for their grade level on the Smarter Balance Assessment in Math and ELA as measured by the summative Spring SBA assessment.
Goal #2 (High Academic Achievement)	The achievement gap between low income and non-low income students will decrease by 10% as measured as measured by the summative Spring SBA Math assessment.
Goal #3 (High Academic Achievement)	100% of our Multi-lingual learners that are assessed on the WIDA Access, will improve their score in the Speaking domain by at least one level as measured by the WIDA Access assessment taken in the Spring of 2023.

**DO: ACTIVITIES**

**Our staff plans to implement the following activities to support the achievement of our goals.**

<b>8a. Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. Resources</b>
A1) Integration of technology and 1:1 devices in all classrooms. Updated tablets for K -1 <sup>st</sup> grade.	2022-2023 school year	Homeroom Teachers	Programs: Benchmark Universe, Interim Assessment Blocks, Khan Academy, supplemental learning applications Devices: 1:1 Laptops and I pads
A2) Use of IABs as formative assessments in grades 3rd – 5th and use digital end of unit exams from Benchmark Universe.	2022-2023 school year	Homeroom Teachers	Continue the expectation of implementing interim assessment blocks in ELA and Math in all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade classrooms.
A3) Use of engaging GLAD strategies in all classrooms	2022-2023 school year	All teachers in building	NCESD training new staff on GLAD strategies
A4) Implementation of new Benchmark Advance and Benchmark Adelante curriculum in kinder – 5 <sup>th</sup> grade classrooms	2022-2023 school year	Principal – Ben Riippi Reading Specialist – Cassie Williams ELD Specialist – Alicia Alexander	Time for teachers to learn and dive into the new curriculum. Several professional development hours are set aside for teachers for this purpose.
A5) Use of strategies focused on improving all WIDA standards with an emphasis on the Speaking domain in all classrooms		Principal – Ben Riippi ELD Specialist – Alicia Alexander	NCESD trainers will provide WIDA and GLAD training ELD teacher will co-plan with classroom teachers
A6) Along with the TPEP process the principal will implement walkthroughs and provide immediate simple feedback to teachers.	2022-2023 school year	Principal – Ben Riippi	Intentional time set aside for principal to be in classrooms

## STUDY: INITIAL MEASURES

### ACTIVITIES TO ENSURE MASTERY

Study  
*(Prior to implementation) What evidence will you examine to evaluate if your activities are working?*

The data to review to ensure mastery is listed below. Our Building Leadership Team and Multi-tiered System of Support team will review and discuss the data:

- End of Unit Benchmark assessments
- summer school student data
- Spring 22 SBA data
- Fall 22 STAR data in Math and Reading
- WIDA scores
- WaKids assessment
- Fall classroom-based assessments
- Bridges Math Assessments
- "What I Need" small group data from our Math, ELD and Reading Specialists

## STUDY: MID-YEAR REFLECTION

### ACTIVITIES TO ENSURE MASTERY

Study  
*(SY 22-23 mid-year implementation)*  
*Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*

## ADJUST: MID-YEAR

### ACTIVITIES TO ENSURE MASTERY

Adjust  
*(SY 22-23 mid-year implementation)*  
*What adjustments to your activities are you making after examining the results of your progress monitoring?*

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## STUDY: YEAR END REFLECTION

### SY 2023-2024 ACTIVITIES TO ENSURE MASTERY

Study

*("End" of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*

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## ADJUST: YEAR END

### SY 2023-2024 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust

*("End" of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?*

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