

## TITLE I, PART A SCHOOLWIDE PLAN

**Name of District/Building:** Manson School District/  
Manson High School

**Principal:** Kamie Kronbauer

**Building Leadership Team:** Erik Helleson, Lauren Griffith,  
Samantha Lovelace

**Date:** October 11, 2022

### District 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.

### District Mission

Continuous Student Learning

### School Vision: Pride, Passion, Grit

We are committed to rigorous, engaging, customized learning that increases all students' skills, understanding and knowledge about themselves and the world, as well as their ability to think critically, solve problems and reflect on their process of learning now and in the future.

## COMPONENT #1: NEEDS ASSESSMENT

### PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan

During the fall of the 2022-2023 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
WIDA	Ongoing	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 220 students in Grades 9-12. Disaggregating the data, approximately 63% are Hispanic, 26.9% are English Learners with 12.9% being migrant; 11.4% of students receiving special services; and 69.7% are low income. 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 a 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, a foreign language teacher, a fitness and health teacher, a band teacher, art teacher, shop/ag science teacher, computer science teacher, and two counselors who serve 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. Proficiency on state assessments were equal to or higher than state average for all student groups. In addition to historical data, current state and national data indicates that the Covid Pandemic had a major impact on the social/emotional health of students. Collecting, analyzing and responding to social and emotional information about our students will continue to be a priority for the 2022-23 school year.

See the Appendix for Data review.

Do

The Comprehensive Needs assessment of the data shows...

#### STRENGTHS

- Manson High School (MHS) scores on the SBA and WCAS are at or above the proficiency average for the State of Washington.
- Graduation rate remains high at 92% for every demographic.
- Social and Emotional Screener results indicate that students feel safe at school.
- Approximately 82% of students were involved in a club or sport.

#### AREAS FOR GROWTH

- Closing the achievement gap in proficiency levels on SBA and WCAS between Hispanic and White students is a top priority.
- Ninth Grade on Track rate was only 73% last year and we know that this year's cohort will need extra support.
- Social and Emotional Screener results indicated students experience stress and anxiety related to their course work.
- WIDA assessment is new and the data is just a baseline. However, the data showed that a majority of our multilingual students scored low in multiple domains. The most significant area of growth is the Speaking domain.

	<p>Based on the data review and areas of need, the Building Leadership Team recommends the following goals...</p> <p><b><u>GOALS</u></b></p> <ol style="list-style-type: none"> <li>1. All Multilingual Learners will show at least one level of growth in the speaking domain on the WIDA assessment in March.</li> <li>2. All staff will be trained in Trauma Informed practices by the end of the school year.</li> <li>3. 9<sup>th</sup> Grade-On-Track rate will increase from 73% to 80% by the end of the school year.</li> </ol>
Study	<p><b>Monitoring progress along the way:</b></p> <ol style="list-style-type: none"> <li>1. <b>English Language Development</b> <ul style="list-style-type: none"> <li>• When reviewing data, collaboration teams will disaggregate and analyze data with a focus on equity. They will use the WIDA performance descriptors to scaffold lessons for ML students.</li> </ul> </li> <li>2. <b>Social/Emotional Development</b> <ul style="list-style-type: none"> <li>• Once the SEL survey/measurement tool has been administered, the BLT and staff will review the results to determine next steps. We will compare this data to previous year, looking at patterns, trends, areas of concern and celebration.</li> <li>• Attendance and discipline data will be monitored in an on-going process.</li> </ul> </li> <li>3. <b>Academic Development</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> </ol>
Act	<ol style="list-style-type: none"> <li>1. <b>English Language Development</b> <ul style="list-style-type: none"> <li>• Manson High School staff will learn WIDA standards and language uses.</li> <li>• Learn Sheltered Instructional strategies specifically focused on speaking</li> </ul> </li> <li>2. <b>Social/Emotional Development</b> <ul style="list-style-type: none"> <li>• Manson High School students will participate in a social and emotional wellness survey 2X during the 2022/23school year.</li> <li>• The BLT will research and recommend a curriculum to use during StrongTime.</li> <li>• High school counselor will lead professional development on trauma informed practices.</li> </ul> </li> <li>3. <b>Academic Development</b> <ul style="list-style-type: none"> <li>• Staff will align curriculum with WIDA standards</li> <li>• Develop a plan to help 9<sup>th</sup> grade students transition into high school</li> </ul> </li> </ol>
<b>COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES</b>	
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES</b>	
Plan	<p>Based on our 3 main areas of focus, the BLT recommends that Manson High School staff...</p> <ul style="list-style-type: none"> <li>• Mitigate students' social and emotional stress by incorporating trauma informed strategies into classroom routines.</li> <li>• Adopt an SEL curriculum to be used during StrongTime.</li> <li>• Close the achievement gap between English language learners and non-English language learners by incorporating Sheltered Instructional strategies into classroom routines.</li> </ul>

	<ul style="list-style-type: none"> <li>• Close the achievement gap between English language learners and non-English language learners by learning how WIDA standard and proficiency descriptors can be used to develop scaffolded lesson plans.</li> <li>• Mitigate the 9<sup>th</sup> grade course failure rate by utilizing “Afters,” maintaining 2-way parent communication and encouraging participation in school activities/athletics.</li> </ul>
Do	<p><b>New Work</b></p> <p><b>1. Social/emotional:</b> Approximately once a month on Building Late Starts, the high school counselor will lead staff in professional development around trauma informed strategies for the classroom. The BLT will review and recommend a curriculum for 25 minute “Strong Time” where students meet in groups with their mentor to receive SEL and academic instruction and support.</p> <p><b>2. Language Development:</b> Approximately once a month on Building Late Starts and PD days, the BLT, English Language Director or ESD will lead the high school staff in professional development around effective Sheltered Instructional strategies for the classroom. The focus will be on increasing language acquisition and academic language.</p> <p><b>3. Academic:</b> An After School program will begin in 1<sup>st</sup> trimester as an academic intervention designed to support struggling students. For the 2022-23 school year, the BLT will design and implement activities for staff to interact with colleagues and reflect on the effectiveness of strategies demonstrated during professional development.</p>
Study	Manson HS will monitor data across subject areas, WIDA scores, 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.
<b>COMPONENT #3: ACTIVITIES TO ENSURE MASTERY</b>	
<b>PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY</b>	
Plan	MHS has added a full-time counselor that is shared with the MS. The counselors work 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 high school counselor supports 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 will also partner with HOPE Squad this year in efforts to support student wellness.
Do	<p>Based on classroom data, there will be a focus on speaking and writing that needed growth across grade levels, specifically for our students identified as level 1 or 2 on the WIDA Access assessment.</p> <p>Data driven PLC collaboration time will be foundational in helping our struggling students master content. In addition to supplemental interventions, teachers will provide language usage support in all content areas.</p>
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	1,681,703	928,078	1,115,761
Title 1, Part A	95,989	66,875	53,680
LAP	157,619	56,875	4,443
LAP - High Poverty	68,675	29,565	52,536
Local	481,267	481,544	744,944

## Data Appendix

# HIGH SCHOOL SBA & WCAS RESULTS 2022



**201**

Students Enrolled  
*2021-22 School Year*

**MANSON**

**62.0%**

Met ELA  
Standards

**40.0%**

Met Math  
Standards

**47.7%**

Met Science  
Standard

*Spring 2022*

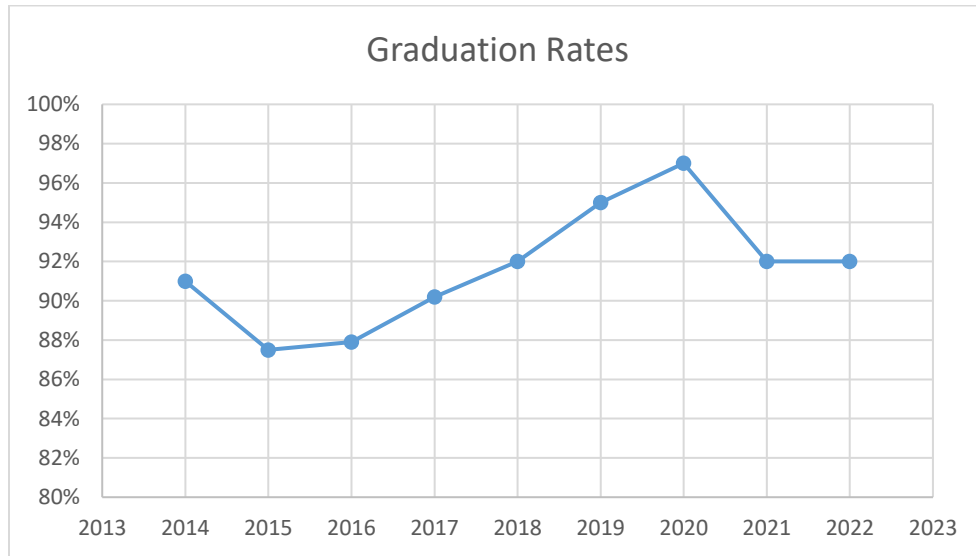
**STATE**

**62.2%**

**30.8%**

**38.5%**

# Manson Graduation Rate Trends



ASSESSMENT PATHWAY TRENDS						
	ELA			MATH		
	2020	2021	2022	2020	2021	2022
<b>SBA</b>	36	38	14	17	17	0
<b>SAT/ACT</b>	0	0	0	1	0	0
<b>ASVAB</b>	1	0	1	4	0	1
<b>DUAL CREDIT</b>	0	3	26	8	24	31
<b>WAIVER</b>	5	NA	NA	11	NA	
<b>LDA</b>	2	NA	NA	3	NA	
<b>CTE</b>	0	12	9	0	12	18

## POST-SECONDARY TRENDS MANSON

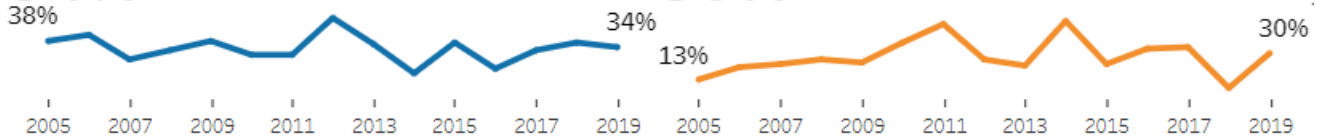
What percent of students enrolled in the first year after graduation?

4 Year

2 Year / CTC

**34%**

**30%**



What were the highest degrees attained within 8 years of graduation?

Bachelor's or Higher

Associate/Certificate

**47%**

**11%**



### ON AVERAGE...

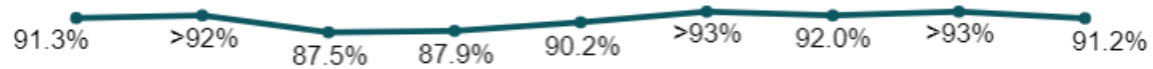
- 64% OF STUDENTS ENROLL IN 2 OR 4 YEAR COLLEGE INSTITUTIONS
- 58% OF THOSE ENROLLED, ATTAIN DEGREES



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

## Manson School District

### All Students



2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

## Manson High School 2021

### Gender

	Graduating
Female	86.7%
Male	>90%

### Federal Race/Ethnicity

	Graduating
American Indian/ Alaskan Native	N<10
Hispanic/ Latino of any race(s)	85.3%
Two or More Races	N<10
White	>90%

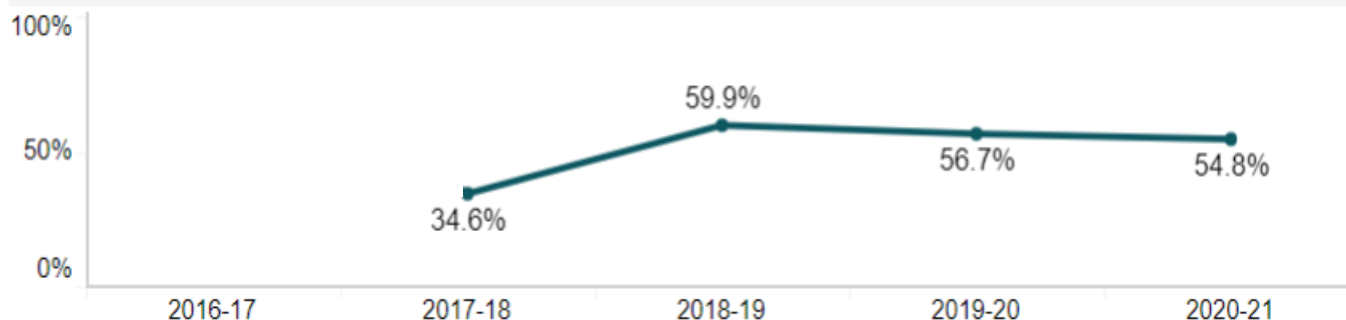
### Program and Characteristic

	Graduating
English Language Learners	73.3%
Non-English Language Learners	>93%
Non-Foster Care	91.2%
Homeless	N<10
Non-Homeless	92.7%
Low-Income	87.2%
Non-Low Income	>90%
Migrant	N<10
Non Migrant	92.5%
Non Section 504	91.2%
Students with Disabilities	N<10
Students without Disabilities	92.3%

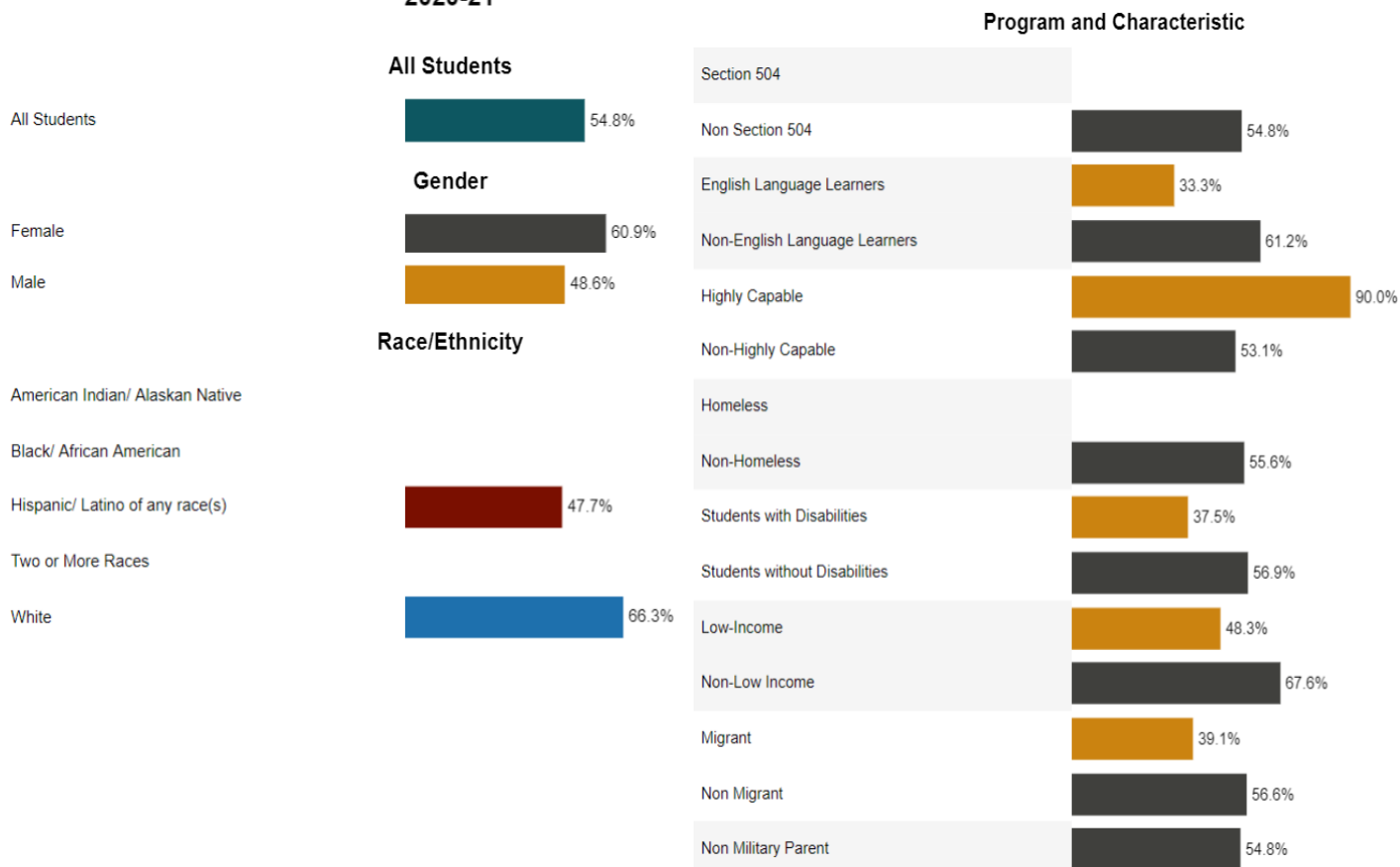
# What percent of high school students completed a dual credit course, over time?

## Manson School District

### All Students



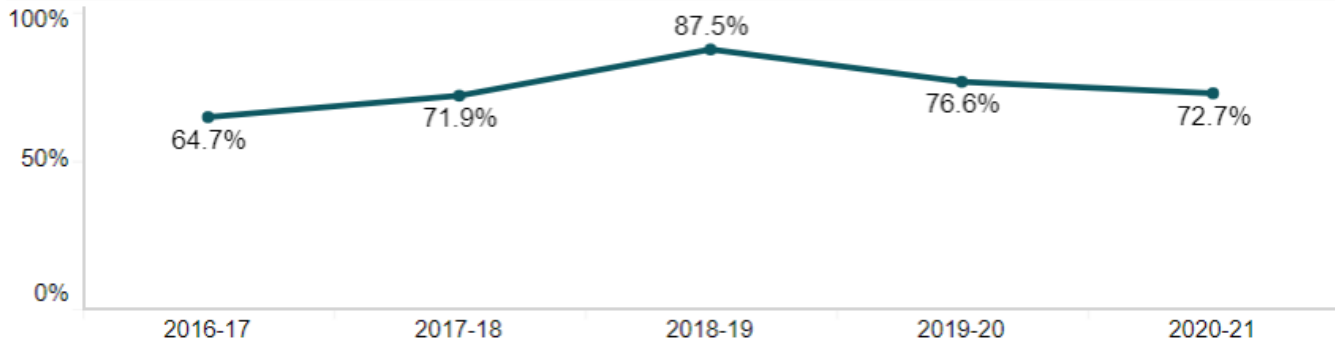
## Manson School District 2020-21



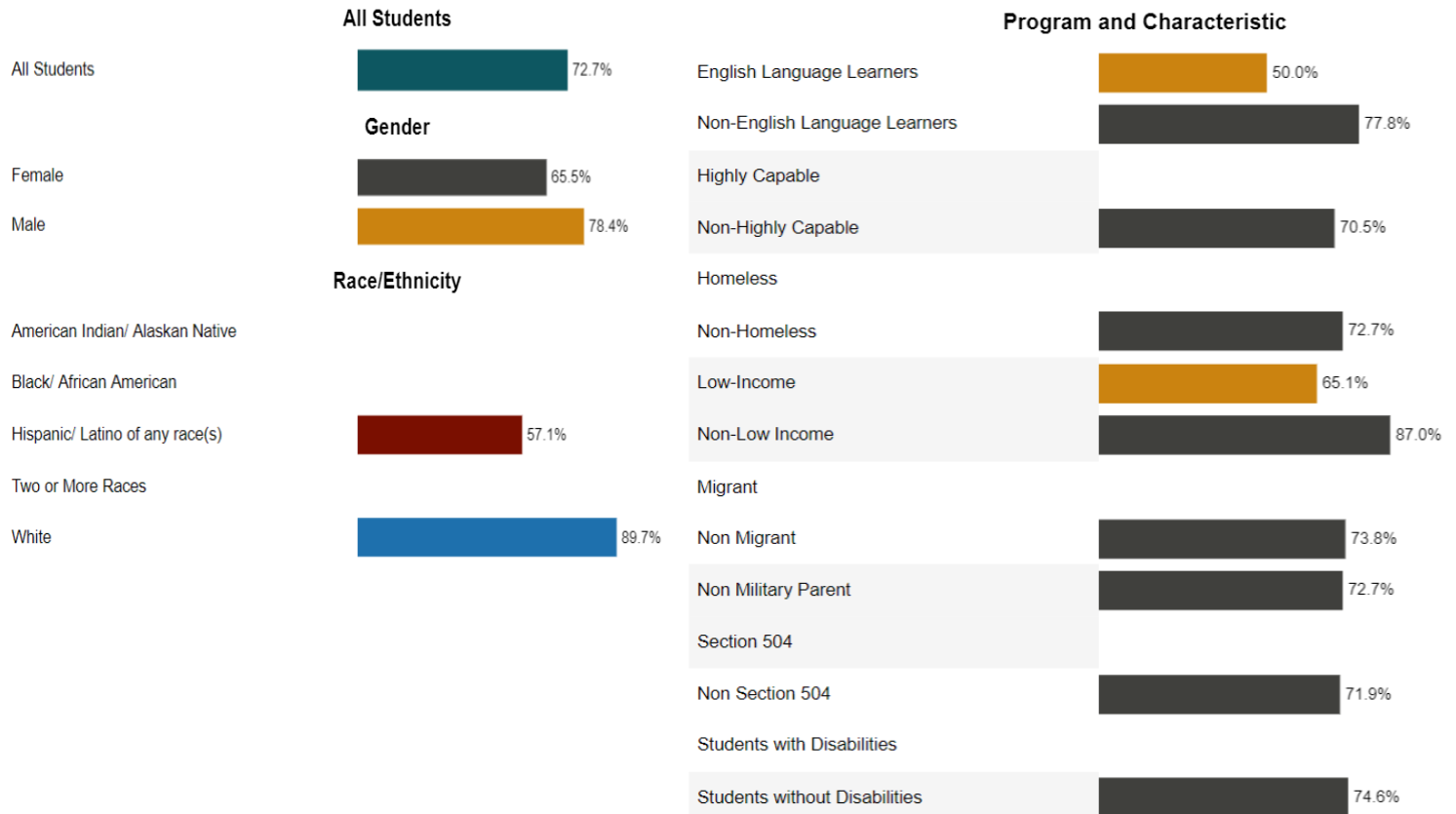
# What percent of students passed all their courses in ninth grade over time?

## Manson School District

### All Students



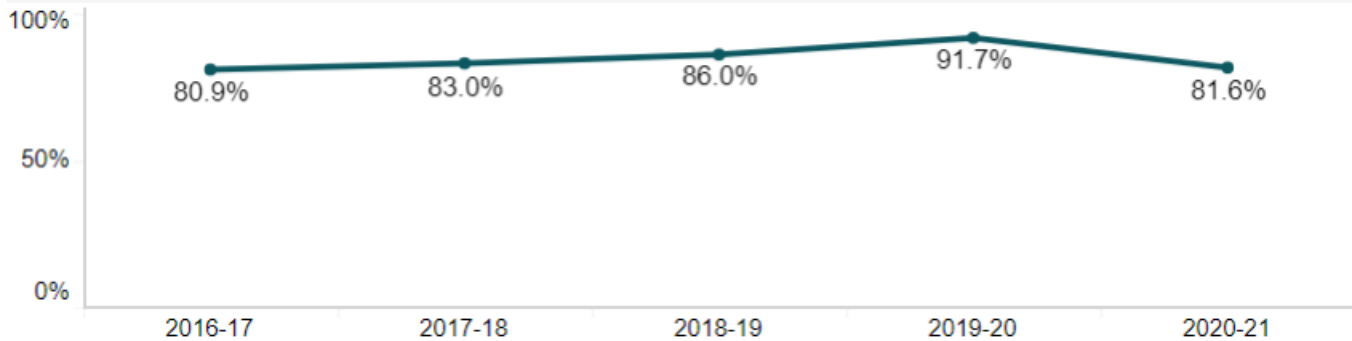
### Manson School District 2020-21



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

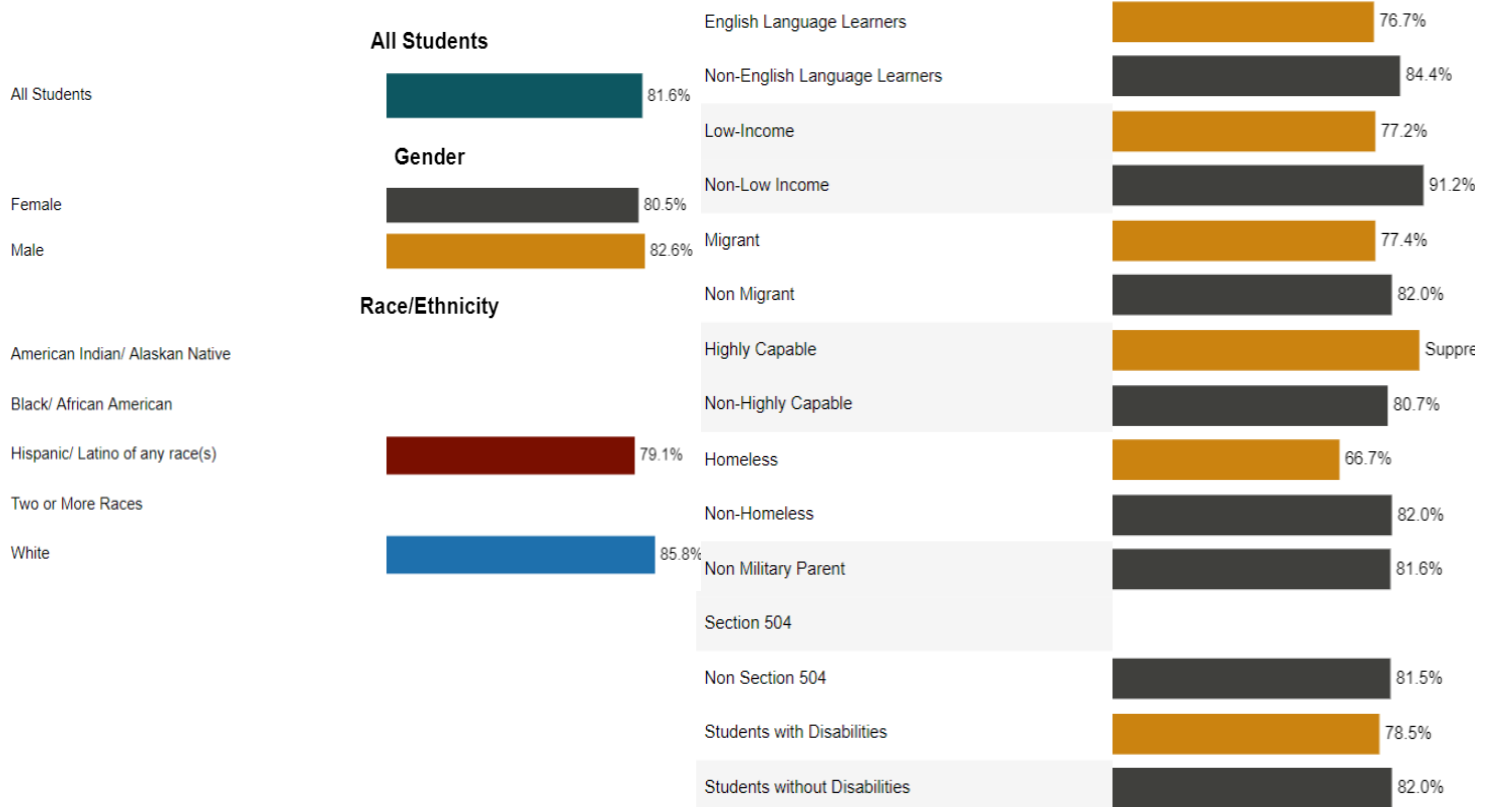
## Manson School District

### All Students



### Manson School District 2020-21

#### Program and Characteristic



# 2021-22 SBA MATH & ELA

## DISAGGREGATED BY RACE/ETHNICITY

10 MATH	Overall	53	37%	22%	22%	16%
10	Ethnicity: Hispanic or Latino	32	56%	18%	18%	6%
10	Ethnicity: White	18	5%	27%	27%	38%
10 ELA	Overall	53	20%	15%	30%	33%
10	Ethnicity: Hispanic or Latino	32	28%	18%	37%	15%
10	Ethnicity: White	18	11%	11%	11%	66%

# 2021-22 WIDA

## WIDA Data by levels

Domain	Listening					
Level	Entering (1)	Emerging (2)	Developing (3)	Expanding (4)	Bridging (5)	Reaching (6)
9th grade	0	5	2	3	2	4
10th grade	0	3	6	1	2	2
11th grade	2	2	1	1	5	1
12th grade	1	1	3	4	3	1
Domain	Speaking					
Level	Entering (1)	Emerging (2)	Developing (3)	Expanding (4)	Bridging (5)	Reaching (6)
9th grade	4	8	3	1	0	0
10th grade	7	5	2	0	0	0
11th grade	6	2	3	1	0	0
12th grade	6	4	2	1	0	0
Domain	Reading					
Level	Entering (1)	Emerging (2)	Developing (3)	Expanding (4)	Bridging (5)	Reaching (6)
9th grade	10	4	2	0	0	0
10th grade	4	6	1	0	2	1
11th grade	2	3	1	3	2	1
12th grade	2	3	4	1	3	0
Domain	Writing					
Level	Entering (1)	Emerging (2)	Developing (3)	Expanding (4)	Bridging (5)	Reaching (6)
9th grade	2	1	13	0	0	0
10th grade	2	2	7	3	0	0
11th grade	2	2	5	3	0	0
12th grade	2	4	7	0	0	0