

TITLE I, PART A SCHOOLWIDE PLAN			
Name of District/Building: Manson School District/ Manson Middle School Principal: Heather Ireland		Date: November 15, 2022 Building Leadership Team: Jo Aneshansley, Matt Brown, Kayla Helleson, Anita Johanson	
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 2022-2023 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 continue teaching and supporting students post COVID-19 health crisis. 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	2-3x/year	Classroom teachers
	STAR Math	2-3x/year	Classroom teachers
	SBA	Spring 2022	Classroom teachers
	F- List	Monthly	Counselor, principal, teachers
	Attendance	Ongoing	Principal, attendance secretary, counselor
	Discipline	Ongoing	Principal, counselor

Conference attendance rates	October and March	Principal, Teachers, Counselor, District Office
WIDA	Winter 2022	ELD Coordinator, classroom teachers, principal
SBA Interims: Math & ELA	2X per year (minimum)	Teacher Teams
Social Emotional Screener	2x year	Teachers, counselor, principal
Parent Survey	2x year	Teachers, counselor, principal

ANALYSIS

Manson Middle School is currently a school of 135 students in Grades 6-8. The disaggregated data from the 2021-2022 report card shows data from our enrollment of 155 students showed an 86% regular attendance without disproportionality between demographics. This is the percentage of students who had fewer than two absences per month, on average. The demographics show 54% of our students are female and 46% are male. Our two largest race/ethnicity categories are 68% Hispanic and 30% white; 30% are English Learners and 12% of our students are migrant; 13% of students receiving special services; and 70% report low socio-economic status. In our model, the middle school runs on a five-period day of 65 minutes per class period with a 25-minute advisory period at the start of the day on Tuesday-Friday. Students all have an ELA/SS; Math; Science; Band/PE; and an exploratory.

In addition to certificated core content teachers and a half time principal who also serves as the District Assessment Coordinator and English Language Development Director for the district; a speech and language pathologist for the district; new to 22-23 school year is a special education teacher who serves only middle school as well as 6-12 life skills; a P.E. teacher who provides at least 100 minutes of PE a week per year; a band teacher for grades 6, 7, 8, and HS; and new for the 22-23 school year is a counselor who serves middle school students. The paraeducators assigned to the middle school serve students in the bilingual, Learning Assistance, or special education programs. The middle school has a part time secretary, and shares an attendance, registrar, and food service clerk with the high school.

Student Learning

	<p>The SBA results showed an over-all increase in assessment proficiency when comparing cohort data. According to the most recent data on the OSPI report card, the middle school showed HIGH growth in 2018-2019 in both Math (90%) and ELA (65%). Scores with asterisks indicate a non-testing grade.</p> <p>Parent Survey from Conferences</p> <p>Data will be included once we have survey results from Fall 2022 conferences</p> <p>Social Emotional Survey/Screeners from the Center of Educational Effectiveness:</p> <p>To be administered in November 2022 and April 2023.</p> <p>Manson Middle School is committed to maximizing student success by promoting access and equity for all students in the areas of academic achievement, social emotional growth and postsecondary planning.</p> <p>In order to provide amplified social-emotional support to all of our Manson Middle School students, a school counselor was hired to serve 6th-9th grade students beginning in 2022-23. The school counselor collaborates with staff to oversee and support Tier 1, 2, and 3 social emotional supports for middle school students based upon various datapoints (i.e. attendance, discipline, grades, assessments, SEL screener(s), teacher input, etc.). All students are receiving Tier 1 supports such as (but not limited to) Character Strong curriculum during Strong Time (advisory period) on a weekly basis. Students who are not responding to Tier 1 programming will be identified and could be offered Tier 2 or 3 support such as (but not limited to) short-term individual counseling with identified goals and plans of support, small group counseling (various topics depending on area of need), student success plans, 504 plan, referral to wraparound support in the community and more.</p> <p>Professional Development: Last year the middle school's SWIP noted a need for strategies to support Multilingual Learners, training in the WIDA standards, and Tier 1 and Tier 2 social-emotional support. This will be a focus for the 2022-2023 school year.</p> <p>Parent Involvement: Conference attendance rate in from both Fall and Spring were at 100% within a week of each respective conference week. The staff at Manson Middle School want to increase the opportunities for two-way communication between the school community and parents.</p>
Do	<p>The Comprehensive Needs Assessment of the data in 2021-2022 and a review of the previous year's goals/outcomes led Manson Middle School to update their SMART goals.</p>

	Goal Area	SMART Goal: 2021-2022	Outcome	Growth Goal: 2022-2023	Outcome
	Instruction/ Professional Development/ Academic Growth	SMART Goal: Spring 2022, students in grades 6-8 in the MS will significantly increase the % of students demonstrating proficiency on the SBA math and ELA test.	<p>The outcome from Spring SBA testing for MS was proficiency at 31% ELA; 18% Math; 19% Science</p> <p>The disaggregated data for female and male is a difference of 10% in ELA (female); 10% in math (male); and 16% in science (male).</p> <p>The disaggregated data for Hispanic and white is a difference of 34% in ELA (white); 24% in math (white); and more than 33% in science (white)</p>	<p>Formative Assessment:</p> <p>Looking at the WIDA, STAR, and SBA data for TBIP students, our focus goal will be on increasing proficiency levels (1-6) as measured on the WIDA within the expressive domains of speaking and writing. To monitor progress, students will take a Reading for Information IAB and a Writing: Research IAB in mid-November and again at the end of January. The staff and BLT and staff will analyze and reflect on the growth and determine next steps.</p>	
		SMART Goal: 6 th grade students who are below proficiency in reading and math will make the equivalent of at least 1.2 years of growth between fall 2021 and February 2022 as evidenced by STAR.	Our STAR assessment data for grade 6 showed virtually no growth.	<p>Two-Way Communication:</p> <p>Teachers and parents will begin using a communication app at a classroom and individual parent level to communicate with parents in their preferred language. In October, we will train and support parents on accessing the app. We will increase our two-way communication as measured by TalkingPoints by 10%</p>	

				each month until revisited again in February 2023.	
		SMART Goal: Students in grades 6-8 in the MS will increase the % of students on the TBIP count meeting proficiency (exit the program) by at least 10% as measured by the WIDA ACCESS assessment. This is a new language proficiency assessment.	We did not have any students exit our TBIP program based on the new WIDA ACCESS assessment in the middle school.	Manson Middle School will engage parents in 4 Parent Nights during the 2022-2023 school year between the months of October and May.	
				SEL/Counseling: After the yellow check for grades (last week of September), 6 students were identified as failing 2 or more classes. By November 30, 2022 (end of Trimester 1), the number of students failing more than one class will be reduced from 6 to 0. We will do this by monitoring the F-List weekly, meeting with students of concern to develop individual support plans, communicating with parents, inviting students failing	

				<p>classes to attend Afters or lunch homework help sessions and more.</p> <p>By the end of the school year (June 2023), we would like to see that all students expressing the need for help in the identified areas above are provided an option to receive a Tier 2 or 3 support. We would also like to see that 100% of our middle school students are able to identify a safe adult at school, name one or more friends at school and identify something they like to do for fun by the end of the school year (June 2023).</p> <p>By December 31, 2022, all Strong Time advisors will have taught through Lesson 12 of Character Strong with their advisory classes.</p> <p>By December 31, 2022, at least 3 small groups will have been provided for Manson Middle School students in Tier 2 or 3.</p>	
Study	Monitoring progress along the way:				

	Academic: Local data review for reading and math; Interim proctoring and review by teachers; monitoring implementation of Character Strong lessons; monitoring results from student wellness survey; monitoring middle level comprehensive counseling program plan.
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	<p>The Building Leadership Team, after BLT and staff review of a variety of school data, developed three broad goals for our building this upcoming year. Our SWIP plan is a 90-day plan that we will review on February 2, 2023.</p> <ul style="list-style-type: none"> • All certificated staff and building principals will participate in learning standards (WIDA) and implementing strategies (SIOP) for supporting multilingual students' access to learning and acquiring content and social language. We will focus on increasing proficiency in the expressive domains (writing and speaking) and monitoring growth in the receptive domains (listening and reading). • All certificated staff will participate in implementing the Character Strong curriculum and elements into their advisory as well as other parts of the academic day. This year, the hiring of a middle school counselor provides intensive/focused support on middle level student's social-emotional needs. • Provide multiple opportunities for two-way communication beyond parent conferences. This will be monitored through the data analytics within the TalkingPoints platform. <p>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.</p>
Do	<p>New Work</p> <p>Multilingual Learners: In order to best serve our multilingual students, staff will spend this year learning the WIDA standards, unit design with WIDA standards & strategies in mind, SIOP strategies, understanding the new WIDA reports, and learning the new proficiency level descriptors across the four domains of language. The ongoing, embedded professional development days for which this has been set aside work are (but not limited to): 8/29/22; 8/30/22; 9/26/22; 10/14/22; 11/18/22; 3/10/23. Additionally, the building principal meets weekly with the English</p>

Language Development team; will attend the WABE conference in October and La Cosecha conference in November; attends monthly and quarterly multilingual and language learning networks led by regional and state agencies.

Update: In addition to the PD dates above, we will have additional training on 2/13/23 with hopes to add another during 3rd trimester. We've also received training support from team member on 12/1/22 and 12/5/22. Our District focus is on leaning the WIDA standards and framework. We continue the embedded, ongoing trainings on the dimensions of language through the speaking domain.

Social Emotional Learning: Our school counselor held individual Minute Meetings with all 6th-8th Grade students in September to collect data and gauge interest in small groups and other Tier 2/3 supports. Preliminary data states that out of 133 students:

- 49 students (37%) would like to join a small group
 - o 13 students (10%) express wanting help with how to be a better friend
 - o 34 students (16%) express wanting help with how to deal better with stress
- 123 students (92%) could identify an adult at school they could go to if they needed help
- 132 students (99%) could name one or more friends they have at school
- 132 students (99%) could identify something they like to do for fun

Update: Although we met our initial goal before Winter Break of getting to Session 12, as a team we are a little behind schedule of our initially drafted Scope and Sequence. As of 2/2, three teachers are on Session 13, one teacher is on Session 14 and three teachers are at Session 17.

Students indicating interest in additional support via Minute Meetings and/or students with triangulated data points (i.e. attendance, discipline, F-List, etc.) will be met with in October to determine next steps (i.e. individual, small group counseling support, etc.). Our school counselor will be providing 6–8-week small group support starting in October and continuing through the end of May. It is our goal that at least three groups will be completed by the end of December 2022 and we will have growth data to review for each student served individually and in small groups in December 2022 as well.

Our middle school counselor is also collaborating with school counselor colleagues to develop and implement the Comprehensive School Counseling Plan (CSCP) which will be fully implemented beginning in the 2023-24 school year. Currently, a draft is being developed and reviewed by school counselors and district administrators and will be presented to the School Board in November 2022. This document provides an overview of services provided district-wide by counselors and staff which support social emotional learning, academic achievement and career exploration/planning

Update: The CSCP was presented to the school board during their January meeting.

	<p>Two-Way Communication: Staff at Manson Middle School will invest in learning and using a communication app (TalkingPoints) that delivers immediate and accurately translated messages in preferred language between parents and teachers. MS staff will coordinate and facilitate 4 parent nights during the 2022-2023 school year with three of them being on Manson, Inc. nights. Staff will continue to engage in professional dialogue and support to enhance two-way communication opportunities.</p> <p>Update: January 31, 2023 was our launching date. At the day of our review, 470 messages have been sent to families; families responding to teachers. We have 100% valid numbers in our system. At the time of the review, the bulk of the messages are from the middle school followed by the high school then elementary.</p> <p>Parent nights thus far are back to school night in August, fall conferences in October, Cyber Cop in January, October Manson, Inc. Upcoming events are spring conferences in March, WAPC (Washington Poison Control) presentation.</p> <p>Academic: Our grade level focus of Tier 2 and Tier 3 supports will be grade 7. This includes a dive into mathematics instructional materials for grades 6-8 including the start of an instructional materials review process for a math adoption recommendation to the board.</p> <p>Update: Trimester 2 academic intervention for grades 7 & 8. Trimester 3 will be academic intervention for grade 6. Our first meeting was in January with our next meeting in February. Plan is to present to the DLIT in board in May.</p>
Study	Manson MS will monitor local assessment data, SBA Interim data, and ML strategies used in instruction.
Act	Manson MS will monitor and adjust our practices on an ongoing basis. We will review progress on this this plan on December 8, 2022, and February 2, 2023.
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	Staff will collaborate with ELD endorsed staff to co-plan lessons that support multilingual learners; the MS math teachers will use a rigorous set of instructional materials through the review/adoption process; administration will conduct walkthroughs to ensure ML strategies are being implemented as they are professional development is provided; counselor will provide direct support to students with individual and small group opportunities, refer to outside agencies, facilitate student success meetings, coordinate student plan development with classroom teachers, help monitor outside indicators such as attendance, behavior, and academics; staff will increase communication in a format that naturally allows for two-way communication in parent preferred language.

	<p>Update:</p> <ul style="list-style-type: none"> • ELD – The secondary hired an ELD teacher that follows a push-in/pull-out model to support our TPIB students using the Read This! curriculum. We are also looking at the Rigor curriculum to enhance the intentional instruction. We are engaging in conversations to further support a more robust system of support at the secondary. This week we have completed the HS WIDA assessment and will assessing MS students next week. • MS Math – see update above • Admin walkthroughs – the BLT is looking for a simple template to use. This will need to be shared with staff so they are aware of the look-fors • ML strategies are being implemented in the classrooms with a focus on the speaking domain while accessing the other domains. We’ve ordered Discussion Cards for ELA and Math from EL Achieve. <p>Counselor direct support with individual and small groups has happened consistently since the first day of school. Referrals to outside agencies are happening as well as Community Engagement Board meetings. After our first meeting 3 of 4 students began regularly attending.</p> <p>We met as a staff for collaboration on 1/30 to review the SWIP and data. Our F List data was concerning with a growing trend of students on the F list. We made a plan as a staff to begin using Strong Time on Tuesdays to meet with students on the F List as advisors and help them create a missing assignments plan with action steps. We will continue to monitor F List trends and work together as a staff to ensure students have access to Tier 1 & 2 academic support.</p> <ul style="list-style-type: none"> • Staff increase two-way communication with our Talking Points system just launching this week, we will be monitoring our engagement process and systems to support staff with having two communications in person or one the phone.
Do	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.
Study	Our staff will continue to review F-List, Behavior, Attendance, WIDA, Interim, SEL, 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	\$928,078	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	\$66,875	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	\$86,440	To support reading, writing and math interventions along with additional assistance to high poverty students.
Local funds	\$481,544	To provide basic education to all Manson students in grades 6-8
Total	\$1,562,937	

DATA:

FALL 2021 SBA Testing: Students tested on previous grade without the performance task.

Current Grade	Class Size	Prof. Levels	ELA %	Math %	Sci %
6	42	1	38	29	*
		2	19	44	*
		3	26	24	*
		4	17	3	*
7	43	L1	49	70	35
		L2	30	26	21
		L3	21	2	37
		L4	0	2	7
8	48	L1	31	40	*
		L2	31	30	*
		L3	30	20	*
		L4	8	10	*

SBA Cohort Testing

Grade	ELA 2018	ELA 2019	ELA 2022
6	*	*	45%
7	*	17%	14%
8	35%	29%	45%

Grade	Math 2018	Math 2019	Math 2022
6	*	*	45%
7	*	15%	4%
8	51%	45%	38%

STAR Reading and Math Scores from Fall 2022:

READING

Percentile	6 th Grade	7 th Grade	8 th Grade
Below 25 th Percentile	38%	68%	45%
25-49 Percentile	27%	20%	28%
50-74 Percentile	19%	10%	17%
75 and Above	16%	3%	11%

MATH

Percentile	6 th Grade	7 th Grade	8 th Grade
Below 25 th Percentile	33%	45%	22%
25-49 Percentile	35%	38%	28%

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50-74 Percentile	15%	15%	28%
75 and Above	18%	3%	22%

Most recent WIDA, SBA, and STAR data for middle level students in our TBIP program who will be taking the WIDA assessment in winter 2023.

Grade	Listening	Reading	Speaking	Writing	SBA ELA	SBA Math	STAR Rdg	STAR Math
6	6	2.1	3.6	3.1	L2	L1	913	941
6	5.3	2.5	4	3.7	L1	L1	857	933
6	6	2.9	4.8	4	L1	L1	983	957
6	4.2	3.1	3.8	4.7	L1	L2	918	1022
6	6	3.7	2.7	4.7	L2	L1	990	958
6	6	4.4	4.6	3.5	L2	L1	923	1050
6	6	4	3.6	4.4	L1	L1	975	973
6	5.8	2.8	2.7	4	L1	L1	997	944
6	6	4.4	2.5	4.7	L1	L2	970	986
7	4.8	1.9	3	2.9	L1	L1		935
7	4.4	2.9	3	3	L1	L1		
7	5.2	2.5	3.7	1.2	L1	L1	762	783
7	5.5	3.9	3	3.2	L2	L2	1027	1096
7	3.3	1.8	2	2.9	L1	L1	896	800
7	5.8	2	1.5	2.3	L1	L1	825	1019
7	6	3.2	3.7	4	L1	L1	1036	1052
7	5.2	2.7	3	3.4	L1	L2		1048
7	6	3.8	3.7	3.2	L2	L1	955	1112
7	4	2.2	2.2	3.2	L1	L2	972	
7	5.5	2.8	2.2	3.2	L1	L1	970	970

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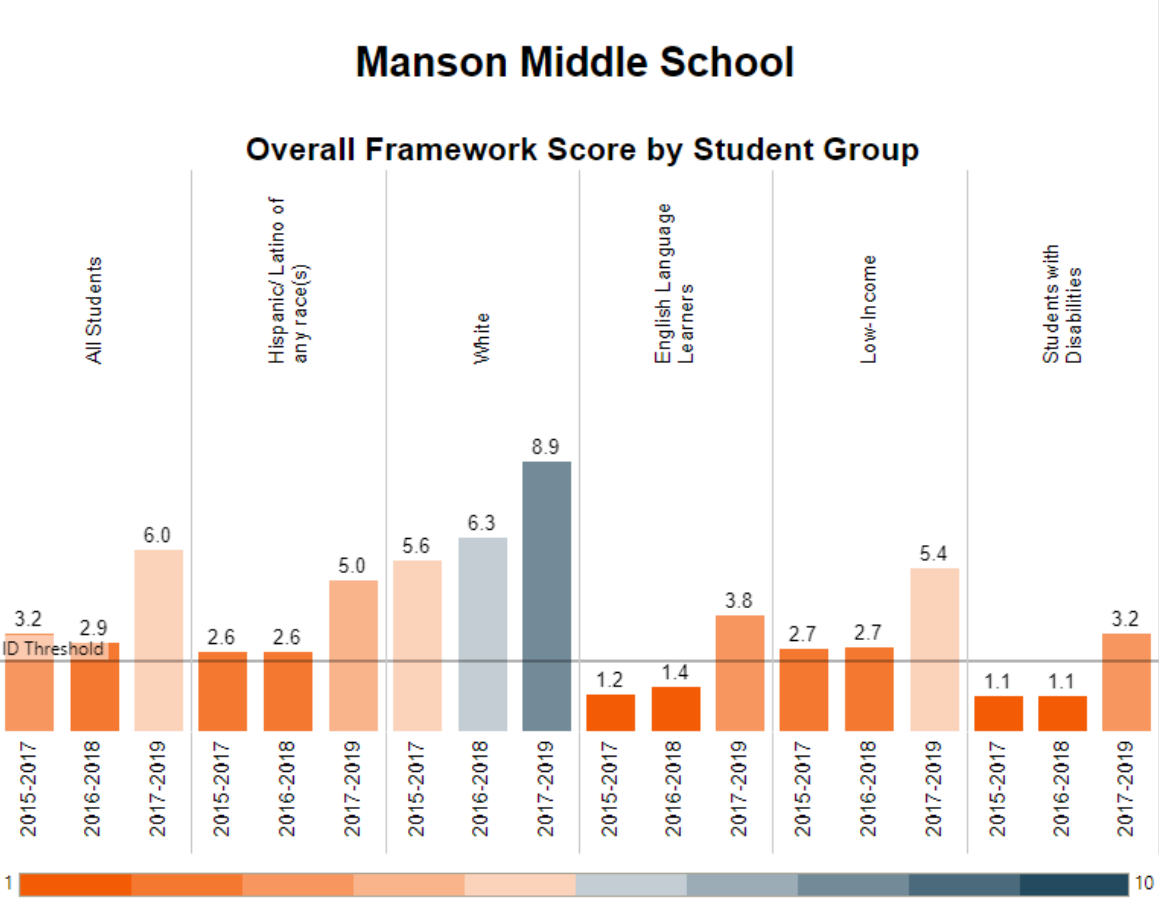
7	5.8	3	2.7	3.4	L1	L1	949	922
7	6	3.2	3.2	3.4	L1	L1	984	1017
7	4.8	2.8	3.7	3.7	L1	L1	945	983
7	3.1	1.8	3	2.9	L1	L1	915	936
7	6	2.8	4	3.4	L1	L1	982	996
7	6	2.8	2.7	3.7	L2	L2		974
7	3.7	1.9	4	2.1	L1	L1	839	974
8	1.9	2.5	3.8	2.7	L1	L1	976	958
8	5.5	2.7	2.5	3.9	L3	L1	1043	980
8	6	2.9	4.4	3.3	L1	L1	1041	1070
8	6	2.9	4	3.9	L1	L1	1085	1002
8	4.7	1.7	2.3	2.3	L1	L1	978	934
8	6	3.4	4	3.6	L2	L2	1034	1094
8	5.8	3.4	3.6	2.7	L2	L1	1006	1121
8	6	5	4	3	L2	L3	1094	1129
8	3.2	3	3.6	3.6	L2	L1	980	1032
8	3.8	2.6	3.3	3.4	L1	L2	975	1086

Feb/March 2022

Ap/May 2022

Sep-22

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



Language Acquisition:

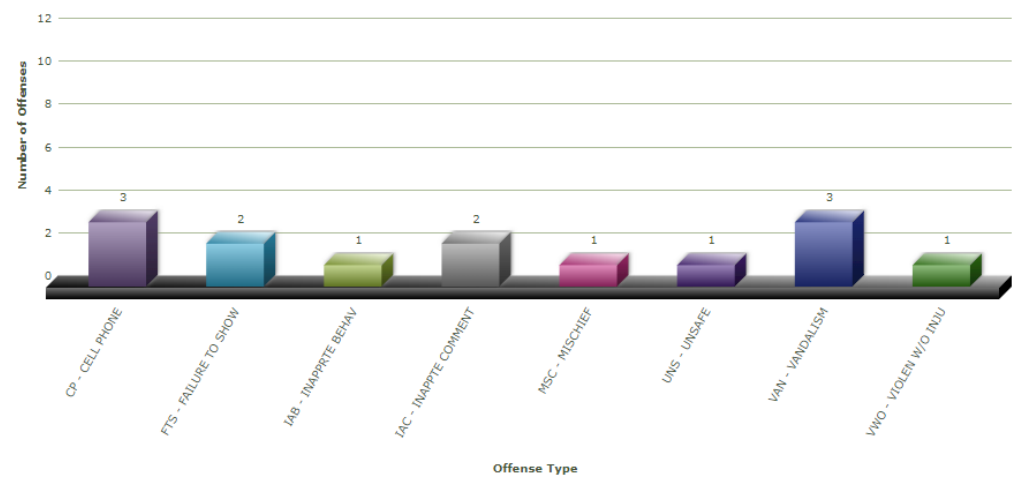
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The ELPA21 was the state assessment used from 2015-2021. Beginning in the winter of 2022, the new language acquisition assessment is called WIDA ACCESS. IN 2021, 8 MS students exited the TBIP program. In 2022 there were 4 of our current 6th graders who exited under the new assessment. The WIDA assessment assess language development in Listening, Speaking, Reading, and Writing. Students are scored and placed into six different proficiency levels. The chart below summarizes the data.

Level	Description	Listening		Speaking		Reading		Writing	
		#	%	#	%	#	%	#	%
1	Entering	1	2%	2	5%	6	14%	2	5%
2	Emerging	1	2%	10	24%	18	43%	8	19%
3	Developing	5	12%	18	43%	8	19%	21	50%
4	Expanding	6	14%	11	26%	3	7%	10	24%
5	Bridging	10	24%	1	2%	2	5%	1	2%
6	Reaching	19	45%	3	7%	0	0%	0	0%

Discipline Data previous year from 9/2/21-9/30/21):

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Discipline Data current year from 9/1/22- 9/30/22

