



"Together we can make the greatest difference"

Manti Elementary

Manti Elementary School

Annual School Report

2022-2023

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School Vision Statement: 100% Success

School Mission Statement

At Manti Elementary we are a community of Leaders. We recognize, honor and celebrate the leaders within us. We:

Love Learning

Excel in all we do

Achieve goals together

Do what is right

Guiding Beliefs

We believe:

- Every student is important and can become a positive leader.
- All students can reach high standards.
- That every child can demonstrate academic and personal growth.
- Children are naturally curious and want to learn.
- All students can reach their potential.
- Students can learn in a variety of ways
- Education is a partnership among students, parents, educators and the community.
- On-going, comprehensive professional development is essential.
- Students learn best in a caring and nurturing environment.
- All students and teachers deserve a safe, orderly environment.
- All members of the educational partnership deserve to be treated with dignity and respect within a setting that celebrates diversity.
- All students need to acquire knowledge and skills needed for success in the real world.
- Data driven decisions improve instruction, intervention, and student growth.
- Positive student/teacher relationships are the greatest predictor of student success at school.
- All of us are smarter than one of us.

The purposes for teacher supervision and evaluation are as follows:

- To enhance teachers' performance and instructional effectiveness in ways that directly improve student learning opportunities and results;
- To provide an objective assessment of overall performance based on students' learning and teaching responsibilities;
- To support state law, board of education policies, and the district's guiding documents; and
- To collaboratively establish professional goals that will improve teaching and learning.
- Individual performance can improve when standards for achievement are communicated and understood.
- Individuals value and benefit from regular feedback regarding progress toward the achievement of goals.

Principals have the responsibility to provide the best learning opportunities possible for employees in order to assist them in reaching their potential. The goal is always to improve services to children, by increasing the quality of education received by students. An effective development process is one that involves a continuing, formative program of planned observation and conferencing sessions to strengthen present skills and to promote the incorporation of new skills. This process provides both teacher and principal the opportunities necessary to discuss teaching practices, reinforce present competencies, and introduce new skills/competencies.

Teachers will be evaluated using the South Sanpete School District Evaluation Model (GCNA-1) based on the 10 Effective Teaching Standards via Observer Tab. This document is used for classroom observations and feedback to be used by principals when providing teachers feedback on the events in several observed lessons and several principal/classroom walk-through opportunities. The evaluation tool/standards are being updated this school year.

Our overall vision for the 2022-2023 school year is that of Empowering Others to Become. South Sanpete Schools are moving to a personalized, competency based learning model. We are already well on our way to achieving this outcome thanks to our efforts within the Leader in Me process. To help further our efforts in the outcome, our teachers are reading the book, Empower, this school year. We hope that our decisions to empower our students will provide them with the knowledge, skills, and depositions to be prepared for whatever challenges and opportunities they may face this coming school year and in the future.

Manti Elementary Demographics- as of October 2022

	Number	Percent
Students Enrolled	438	-
Free/Reduced lunch	261	57%
Students With Disabilities	133	29%
Male	218	49.80
Female	220	50.02

Average Class Size

Elementary Grades	Number of Classes	Number of students per grade	Class Size
PK3		22	8-12
PK4		29	8-12
Kindergarten	3	63	21
Grade 1	3	69	23
Grade 2	3	60	20
Grade 3	3	66	22
Grade 4	3	61	20-21
Grade 5	3	68	22-23

School Summary Information

Number of Principal (s)	1- David Ipson
Number of Counselor (s)	1- Whitney Hill (twice per week)
Number of Instructional Coaches	1- Sharee Jensen
Number of Nurses	1- Shared with EMS, EES (Sarah Johnson)
Number of Teachers	22
Number of Classified Staff	51
Total Faculty/Staff	77

Student RISE Assessment Data

<u>Year</u>	<u>Language Arts</u>	<u>Math</u>	<u>Science</u>
21-22	44	48	48
20-21	41	41	-
19-20	No Assessment given		

Acadience Reading

Year	% Proficient	% Growth
<u>2021-2022</u>	<u>62</u>	<u>74</u>
<u>2020-2021</u>	<u>65</u>	<u>76</u>

Reading Achievement Plan 2022-2023

Our School Wide WIG (Wildly Important Goal) is:

- 100% of students at MES show typical, above, or well above growth based on Pathways of Progress by May 26, 2023.

1. Reading Instruction should: See State Reading Framework here: [State Reading Framework](#)
 - A. Incorporate direct, explicit instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension using various programs such as Into Reading (our new reading program), Discover Phonics/Really Great Reading (Kindergarten), Heggerty, and others
 - B. Provide daily exposure to both fiction and nonfiction text
 - C. Provide frequent opportunities to write, both in fiction and nonfiction.
 - D. Provide literature appreciation
 - E. Include intermediate progress toward goals
 - F. Include frequent formative assessments to guide instruction. This includes Phonemic Awareness Assessments (PAST/Heggerty), Phonics (LETRS Phonics), Acadience BOY/MOY/EOY.
 - H. Integrate reading instruction and strategies into other academic areas (math, science, etc.)
 - I. Provide a daily Take-Home library book for each student on their current instructional reading level to be read at night.
 - J. Explicitly teach writing in every classroom grades K-5
 - K. Power Hour in K-3, new intervention space for 4-5
 - L. Provide coaching sessions to teachers in all areas of teaching including reading instruction, data, interventions, etc.
 - M. Progress monitoring plan will be as follows. Reds- weekly, Yellows- every other week, Greens- 1-2 times per month, Blues- monthly
 - N. Teachers will discuss reading data twice a month in K-3 and once per month in 4-5.
2. The DIBELS team will assess students three times a year to establish and measure reading fluency benchmarks for all students. PAST and Heggerty will be used for diagnostics for phonemic awareness. LETRS Phonics will be used as a diagnostic for Phonics. These assessments will guide instruction, as teachers meet in PLC's to discuss student assessment data and determine needed interventions for low and high performing students.
3. Manti Elementary School will participate in the state RISE testing using the adaptive testing program RISE, DIBELS testing, and other testing required by the district or state.
4. Provide a highly qualified teacher in each classroom.
5. The Utah CORE curriculum will serve as a scope and sequence for instruction. Teachers have also been working to create essential standards for all academic areas including reading.
6. Teachers will participate in school professional development activities as well as other workshops that may pertain to needs in the school.

7. Teachers in grades 1-3 will teach phonics daily using Discover Phonics. Kindergarten teachers are piloting a Really Great Reading Phonics program.
8. Students in grades K-3 will participate in our Tier 2 Interventions “Power Hour” 4 days a week for 30-45 minutes. Teachers and highly trained paraprofessionals will work together to provide small group instruction for students at their instructional level.
9. Students are invited to participate in motivational school-wide reading activities.

Manti Elementary School Improvement Plan 2022-2023

1. We encourage faculty collaboration and targeted professional development to consistently improve student achievement.
 - Teachers meet once a week in Professional Learning Communities to look at student data and discuss student achievement. PLC teams discuss interventions, strategies to improve instruction and map curriculum for the week, month and year. Teachers will participate in monthly professional development determined by student need according to RISE, DIBELS data and other student assessments.
 - Teachers will work in Professional Learning Communities reviewing assessment data to identify students who are not proficient or borderline proficient on formative and summative assessments.
 - Teachers will look closely at assessment data to determine skill needs for each student. Teachers will place students in skill-based groups for re-teaching or extensions 45 minutes 4 days a week (Power Hour).
 - Identified students will be provided interventions in a small group or one-on-one setting. Groups will be flexible with students moving in and out according to need. Celebrations of learning will take place as students progress and reach grade level goals.
2. Work to implement the reading core effectively and efficiently using quality reading programs and materials.
 - Teachers will meet weekly in PLC meetings to map the reading core curriculum, progress monitoring of students, and interventions needed to help all students grow in their reading skills.
 - We are recognized as a Lighthouse School within the Leader in Me Program. We believe all students have a genius within them and it is our job as teachers and staff to provide opportunities for students to lead and share their genius.
 - Students will track their own learning using a leadership binder and use the binder to conduct their own parent-teacher conference. Students will set and monitor academic and personal goals.
3. Work to improve parent involvement and accountability
 - Currently:
 - We hold parent conferences twice a year and encourage all parents to attend. Students take a book home daily from our Take-Home Library. We ask our parents to have their child read the book to them each night. We send home notes from the school, we post information on the school website and Facebook, provide information through the School Messenger, School Binder, and place events on the marquee to keep parents informed.. We encourage parents to volunteer in the classrooms, and/or join the PTO.

- Plan:
 - School employees will work on providing outstanding “customer service” by making a special effort to create a warm, safe environment for students, parents and all staff members. Parents will be invited to events throughout the school year. Parents are also welcome to attend lunch with their child on their birthdays.

4. Continue to strengthen our school community council

- We have a strong school community council that functions well. We meet 4-6 times a year to discuss our school, student needs, implement our school Land Trust plan, and discuss school safety/digital citizenship, and other parent concerns.
- Plan:
 - Manti Elementary School Community Council will meet at least four times during the 2022-2023 school year. Elections for new members will be held in August or September with candidates selected from an open nomination process. This year, the voting will be conducted through Google Forms. The council will share our Reading Achievement Plan, School Improvement Plan as well as our Land Trust Plan with all parents through our school website. Meeting schedules and agendas will be posted on our school website.

5. Improve Student Wellness and Behavior

- Student Wellness Center
 - We have revised our school wide behavior system to provide better opportunities to teach correct behavior rather than just punish for unwanted behavior. We have discontinued our Refocus Room and have created a new Student Wellness Center. This Center focuses on teaching students to self regulate their emotions, develop safe and appropriate coping strategies, and develop resiliency. This isn't a discipline room any more so no white slips. Teachers are managing Tier 1 and Tier 2 behaviors. Tier 3 behaviors (safe school violations) are handled by the principal. Our faculty is studying 'Live Your Excellence.' Teachers and staff have been trained to use precision commands to monitor and correct behavior. We have also hired a new Wellness Coordinator.
- Skill Building
 - This year, our school is implementing a skill building room. The purpose of this room is to empower students with all the skills necessary to achieve success at school. This space is a positive, student oriented space that has student success at the heart of all actions taken. Students are referred to skill building when they are lacking appropriate behaviors that are preventing themselves and others from learning by a teacher. When in skill building, students complete different levels to learn the appropriate skill as they progress through the skill units. Levels 1-2 are completed in the Skill Building Room with one of our Coaches. Levels 3 and 4 are completed in the classroom with the teacher acting as Coach. Students work

their way through the levels by demonstrating mastery of the behavior expectations and completing work.

- Leader in Me
 - We recertified as a Lighthouse School last year! We are up for renewal this year in the Spring. This is a result from our school demonstrating a commitment to our students and leadership. Within the Leader in Me, there are numerous resources available to help students and teachers improve not only their leadership skills and capabilities, but improve mental health, social skills, interpersonal skills, and other areas of their lives if applied. Our MRA data suggests some areas of potential growth. This includes prosocial behaviors, student empowerment, and instructional efficacy. Our school leadership teams are seeking ways to improve these areas.

6. Incorporating Computing and Programming into MES

- We received a nearly \$150,000 grant from the STEM Action Center to create a 21st Century learning makerspace/classroom. We have named this space COVE 21. This space focuses on computing and programming skills, real world problem solving, building partnerships, increasing access to all students and teachers, and many other outcomes. Our district received additional CS funds and is starting to have CS in all elementary schools.

7. Attendance

- During last school year, we had 59% of students attend school consistently (missed less than 10 days of school). That means we had 40% of students not attend school consistently. This is very alarming for many reasons.
 - To help improve this area, we have set a goal for all faculty, staff, and students to attend school 90% (or higher) of the time during this school year. The positive benefits of regular attendance can be life changing in positive ways. The negative consequences for lack of regular attendance can be detrimental to a child right now and in the future.
 - We are planning on celebrating attendance throughout the school year. Each Friday, we will have an At-Ten-Dance when we have over 90% attendance for the week. We will also have a scoreboard in our hallways to track our progress and will have celebrations periodically when we hit milestones.

8. Personalized Learning

- Our school district is starting to shift to a personalized learning model. There are some minor changes that will happen over the next couple years that will help us better serve our students. At the end of last school year, a team conducted an analysis of our school where we learned of our readiness for personalized learning. Thanks to Leader in Me, our school is already doing many things really well with PCBL (data notebooks, instruction/interventions that are centered around the student, and many others). The two areas our PCBL team determined to focus on this year are

creating a shared vision statement and being more intentional about our celebrations.

Manti Elementary School
Professional Development Plan
2022-2023

1. We have scheduled the first Monday of each month as our professional development/faculty meeting day from 2:45 – 3:30. The following is a tentative schedule for the school year 2021-2022.

August: Jody Carrington

September: District PD Day, LETRS

October: Amira, Wasatch Reading Summit, SKILLS PD

November: LETRS, Imagine Learning for ELL, Resilient Utah MH

December: Empower with Leader in Me

January: LETRS, Skills for all faculty and staff

February: LETRS,

March: LETRS

April: LETRS

* We have 6 LIM Coaching Days and 3 check in phone calls with LIM

* We also have many professional developments in book study, coaching sessions/cycles, LETRs, and others.

2. As state and national workshops/conferences become available that would enhance the opportunities for learning for students at MES, teachers can apply to the principal to attend these events.
3. Teachers shall be encouraged to earn endorsements in reading, ESL, math, STEM, etc. This year we are focusing on LETRS training. This focuses on foundational skills of reading and is replacing the old Reading Endorsement.

Please see attachments for MES Trustlands Plan and TSSA Plan

Links

[MES TrustLand Plan 2022-2023](#)

[MES TSSA Plan 2022-2023](#)