



Manti Elementary School

Annual School Report

2021-2022

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Mission Statement of Manti Elementary

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

Manti Elementary Vision Statement

Manti Elementary School is a safe, supportive, stimulating child-centered learning environment built upon the unique talents and abilities of each individual.

Our school provides an enriched educational experience where school, home and community come together to create life-long learners, able to excel in a world of constantly changing technology, culture and social values.

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.

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.

Our overall vision for the 2021-2022 school year is that of Connection with Kindness. With all the stuff happening over the past year, our school, community, state, and country need to believe in a better tomorrow. We hope that our actions as a school communicate this end. When any of us (employees, students, community council members, etc.) leave MES, we hope they shine like a “Lighthouse” and help others see the good in each moment, situation, day, week, or whatever! If the pandemic has taught us anything, it has taught us what matters most. We love our students, teachers, families, and communities of Manti and Sterling. We believe that each of us can do our part in making the best of any situation.

Manti Elementary Demographics- as of October 2021

	Number	Percent
Students Enrolled	458	-
African American	n>10	n>10
American Indian	n>10	n>10
Asian	n>10	n>10
Hispanic	35	5.5%
Pacific Islander	n>10	n>10
Multiracial	16	2.5%
White	395	88.4%
Unspecified	n>10	n>10
Free/Reduced lunch	261	57%
Students With Disabilities	133	29%
Male	231	50.4
Female	227	49.6%

Average Class Size

Elementary Grades	Number of Classes	Number of students per grade	Class Size
PK3-PK4	5 Sessions	64	
Kindergarten	3	66	22
Grade 1	3	69	23
Grade 2	3	59	19-20
Grade 3	3	55	18-19
Grade 4	3	71	23-24
Grade 5	3	74	24-25

School Summary Information

Number of Principal (s)	1
Number of Counselor (s)	1- Whitney Hill (twice per week)
Number of Instructional Coaches	1- Sharee Jensen
Number of Nurses	1- Shared with MHS
Number of Teachers	23

Student RISE Assessment Data 2021*

<u>Grade</u>	<u>Language Arts</u>	<u>Math</u>	<u>Science</u>
Grade 3	41	41	-
Grade 4	37	45	40
Grade 5	40	46	46
School	39	44	43

*** 2020 No State Assessments given. 2021 Data from RISE website not Data Gateway.**

Student RISE Assessment Data 2019

<u>Grade</u>	<u>Language Arts</u>	<u>Math</u>	<u>Science</u>
Grade 3	50	56	-
Grade 4	47	64	59
Grade 5	63	68	77
School	53.3	62.7	68

Student SAGE Assessment Data 2018

<u>Grade</u>	<u>Language Arts</u>	<u>Math</u>	<u>Science</u>
Grade 3	67%	67%	NA
Grade 4	60%	69%	71%
Grade 5	51%	53%	67%
School	59%	63%	69%

Reading Achievement Plan 2021-2022

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 27, 2022.

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, 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
 - G. Use data to guide instruction and interventions
 - 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
 - L. Provide coaching sessions to teachers in all areas of teaching including reading instruction, data, interventions, etc.
2. The DIBELS team will assess students three times a year to establish and measure reading fluency benchmarks for all students. Teachers will also assess reading using Texas Primary Reading Inventory (TPRI) and Fountas and Pinnell reading benchmark assessment (grades 3, 4, 5) as diagnostic assessments. 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 K-3 will teach phonics daily using Discover Phonics.

8. Students in grades K-3 will participate in our Tier 2 Interventions “Power Hour” 4 days a week for 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.
10. Teachers in grades K-5 will teach all students how to use eight different Thinking Maps. Thinking Maps are graphic organizers that support specific thinking skills and allow students to organize information. They allow students to better outline writing assignments or compare and contrast two different things. Thinking Maps can be used in all curriculum areas.
11. We will implement the Thinking Maps writing program “Write from the Beginning and Beyond” in grades K-5 teaching writing 15-20 minutes daily including narrative, expository and argumentative writing.

Manti Elementary School Improvement Plan 2021-2022

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 DIBELS, Fountas and Pinnell, TPRI and SAGE 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 45minutes 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, 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 such as programs, Back to School Night, Leader in Me Parent Night, Leadership Day, Family Story Night, Talent Show, Arts Night, Health Fair, Christmas Program and May Dance Festival.

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 2021-2022 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

- 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.
- Leader in Me
 - We recertified as a Lighthouse School last year! 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 student confidence, staff satisfaction, and family/school connections. 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.

Manti Elementary School
Professional Development Plan
2021-2022

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: Into Reading, SubFinder, ClassWallet

September: Discover Spelling, Typsey (Keyboarding 3-5)

October: Into Reading Online PD and Cache Visit, Quarterly Mental Health, Apple

November: PCBL Visit, CS PD- SUU, K BER Training in SLC

December: Mental Health PD

January: LETRS

February: LIM, Mental Health PD, STEM Team PD

March: Test ethics, LETRS

April: Mental Health PD

* 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

2021-2022 MES Trustlands Plan

2021-2022 TSSA Plan