

Manton Consolidated Schools

105 Fifth Street, Manton MI 49663

Whatever it takes, Manton students are worth it!

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School Annual Education Report (AER) Cover Letter

January 15, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Manton Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Jon Paul Katona, Elementary Principal for assistance.

The AER is available for you to review electronically by visiting the following web site **Manton Elementary School Annual Report** or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

KEY CHALLENGES

With the COVID-19 Pandemic, we found many challenges. Shutting the school down and moving to remote learning created barriers for student success. Given the circumstances, we felt we did our best to reach all learners and be available to the students and parents. All of our teachers follow a thorough pacing guide, and they intentionally plan to help prepare our students for high-stake assessments. All students are tested three times per year using DIBELS (Kdg), BAS (Benchmark Assessment System), and i-Ready (Reading and Math). Our teachers use these assessments to not

only determine if a student is "at-risk," but they also use the data to help guide their classroom instruction. We had approximately 20% of our K-3 students on an Individual Reading Improvement Plan (IRIP) in the fall and about 10% in the winter (no spring data due to COVID-19). Students with an IRIP had interventions five times a week for 30-45 minutes, focusing on their reading deficiency. The staff at Manton Elementary school work together to ensure every learner's needs are met by having a very comprehensive and efficient MTSS system of supports. When students fall below grade level, we have interventions to help with the student's deficiency and to get them back to grade level. With both our excellent staff and an evidence-based curriculum, Manton Elementary continues to strive toward closing the achievement gap.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Manton Consolidated Schools has one school for grades K-4; therefore, Manton Elementary School is the only public school in which students may be assigned in the district.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Manton Elementary School is in year three (3) of its current five year School Improvement Plan. In the next year, we will continue to work on our goals in the five core areas of reading, mathematics, science, social studies and writing, and adjusting our goals due to our current needs.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Manton School District has no "Specialized" Schools.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

All teachers at Manton Elementary School follow Michigan's Grade Level Expectations in all content areas (GLCE) as our main curriculum guide. The teachers are now working to align the curriculum to the National Common Core Standards for College and Career Readiness. Teachers use the pacing guides to plan for daily instruction. Students participate in ISD-wide "end of the year" assessments based on the pacing guides. The pacing guides are available for review at **Michigan Department of Education Website**. A copy of the Manton Consolidated Schools written curriculums can be accessed in the Curriculum Office.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Kindergarten DIBELS Results

2018-19	FSF-Intensive	FSF-Strategic	FSF-Core	LNF-Intensive	LNF-Strategic	LNF-Core
Beginning	47%	21%	32%	61%	12%	27%
Middle	65%	17%	17%	63%	15%	22%
End				56%	22%	22%

2019-20	FSF-Intensive	FSF-Strategic	FSF-Core	LNF-Intensive	LNF-Strategic	LNF-Core
Beginning	40%	24%	36%	63%	8%	29%
Middle	54%	24%	22%	62%	18%	20%
End				N/A	N/A	N/A

Intensive =likely to need intensive support

Strategic =likely to need strategic support

Core=likely to need core support

i-Ready Data

K-4th Grade Math 2018-19

Grade	% Students On or Above Grade-Level	% Students One Below Grade-Level	% Students Two or More Below Grade-Level	# Students Assessed
K	79%	21%	0%	87
1 st Grade	71%	27%	2%	63
2 nd Grade	74%	24%	2%	62
3 rd Grade	67%	27%	6%	79
4 th Grade	79%	16%	6%	70

K-4th Grade Math 2019-20

Grade	% Students On or Above Grade-Level	% Students One Below Grade-Level	% Students Two or More Below Grade-Level	# Students Assessed
K	55%	45%	0%	89
1 st Grade	28%	67%	5%	79
2 nd Grade	38%	48%	13%	60
3 rd Grade	49%	42%	9%	69
4 th Grade	47%	43%	10%	81

K-4th Grade Reading 2018-19

Grade	% Students On or Above Grade-Level	% Students One Below Grade-Level	% Students Two or More Below Grade-Level	# Students Assessed
K	89%	11%	0%	87
1 st Grade	70%	29%	2%	63
2 nd Grade	79%	13%	8%	62
3 rd Grade	76%	10%	14%	79
4 th Grade	54%	40%	6%	70

K-4th Grade Reading 2019-20

Grade	% Students On or Above Grade-Level	% Students One Below Grade-Level	% Students Two or More Below Grade-Level	# Students Assessed
K	61%	39%	0%	89
1 st Grade	34%	59%	6%	79
2 nd Grade	45%	43%	12%	60
3 rd Grade	74%	9%	17%	69
4 th Grade	47%	44%	9%	81

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Manton Elementary School Parent-Teacher Conferences were conducted in October and February. The school schedules specific appointments for each parent in the fall. Spring conferences are held with parents of students selected by teachers as needing a conference. In 2018-19, 361 parents or 97% attended in the fall and 365 parents or 98% attended at the spring conferences. In 2019-20, 369 parents or 98% attended in the fall and 362 parents or 96% attended at the spring conferences.

IN CONCLUSION

Manton Elementary School promotes a culture of learning and a place where students feel safe and welcome and genuinely want to attend school. Our staff takes pride in preparing their students for high-stakes assessments by implementing highly effective and engaging lessons. Every year our teachers work hard by looking over our data to find areas of improvement. Teachers seek professional development based on our data and always look to improve. Not only do we take pride in our academics and advanced technology, but we also have continuous parent support, which truly defines our school motto "Whatever it takes, Manton students are worth it!"

Sincerely,

Jon Paul Katona
Elementary Principal