

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

April 1, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 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 Elementary Principal, Jon Paul Katona for assistance.

The AER is available for you to review electronically by visiting the following web site **[Manton Elementary 2017-18 Annual Report Info](#)** or you may review a copy in the main office at your child's school.

For the 2017-18 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 three or more underperforming student subgroups. 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

KEY CHALLENGES

As our students continue to struggle with critical thinking and passage-based writing on high-stakes testing, our incredibly dedicated staff continue to work on improving these skills with their students. Teachers follow a rigorous pacing guide, and they intentionally plan to help prepare our students. Our school has over 50% of our student population coming from a low socioeconomic status home. 17% of our at-risk students in fourth grade were proficient on the ELA M-STEP, and only 12% were proficient on the Math M-STEP. We have a literacy coach that continues to work with our teachers and focuses on our tier 1 instruction. We feel this will help more of our students on becoming proficient. 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 currently have 27% of our students who are on an Individual Reading Improvement Plan (IRIP) and have interventions five times a week for 30-45 minutes focusing on their reading deficiency. The staff at Manton Elementary school work together to make sure 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 evidenced-based curriculum, Manton Elementary continues to strive toward success on 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 beginning a new cycle (year one) of its current five year School Improvement Plan. We are re-evaluate 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 **Wexford Missaukee ISD**. 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

2016-17	FSF-Intensive	FSF-Strategic	FSF-Core	LNF-Intensive	LNF-Strategic	LNF-Core
Beginning	43%	23%	34%	60%	20%	20%
Middle	49%	10%	41%	41%	15%	15%
End				50%	32%	19%

2017-18	FSF-Intensive	FSF-Strategic	FSF-Core	LNF-Intensive	LNF-Strategic	LNF-Core
Beginning	51%	13%	37%	62%	13%	25%
Middle	60%	23%	17%	68%	19%	13%
End				61%	19%	10%

Intensive =likely to need intensive support
 Strategic =likely to need strategic support
 Core=likely to need core support

Star Reading-K-4th Grade

2017-18

Percentile	Students	Percent
Below 25th	80	26%
25th to 49th	64	21%
50th to 74th	77	25%
75th & above	85	28%

**Star Math-K-4th Grade
2017-18**

Percentile	Students	Percent
Below 25th	80	26%
25th to 49th	64	21%
50th to 74th	77	25%
75th & above	85	28%

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

Manton Elementary School Parent-Teacher Conferences were conducted in November 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 2016-17, 393 parents or 99% attended in the fall and 377 parents or 95% attended at the spring conferences. In 2017-18, 362 parents or 96% attended in the fall and 350 parents or 93% 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 come to school. Our staff takes pride in preparing their students for high-stakes assessments by implementing highly effective and engaging lessons. Every student in the elementary school is given an iPad, and each classroom is equipped with Apple T.V. With our advanced technology, we feel we give students exposure to becoming a successful 21st-century learner. 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