

# Mancos School District Strategic Plan Report

## OBJECTIVE 4A:

**OBJECTIVE 4A:** *Teachers and students will utilize student assessment data to develop and implement individualized student learning plans. Mancos students will demonstrate mastery, or positive longitudinal growth, in reading and math by the end of 3rd grade. All teachers will encourage an interest and love of reading throughout a student's academic career.*

**May 16, 2022**

## Domain: Opportunities Tailored for Individual Students

**OBJECTIVE 4A:** Teachers and students will utilize student assessment data to develop and implement individualized student learning plans. Mancos students will demonstrate mastery, or positive longitudinal growth, in reading and math by the end of 3rd grade. All teachers will encourage an interest and love of reading throughout a student's academic career.

The report may include the number and percentage of students with individualized student learning plans. It will also include the results of assessments for grades up to 3<sup>rd</sup> grade that demonstrate mastery or growth in reading and math. Finally, the report will include examples of how teachers promote the love of reading.

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<b>Objective</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard</b>
<b>Opportunities Tailored for Individual Students</b>  <b>OBJECTIVE 4A:</b> Teachers and students will utilize student assessment data to develop and implement individualized student learning plans. Mancos students will demonstrate mastery, or positive longitudinal growth, in reading and math by the end of 3rd grade. All teachers will encourage an interest and love of reading throughout a student's academic career.  <b>**UIP 21-22:</b> 10% growth in EOY math & reading NWEA/MAPS assessments	3rd grade reading and math proficiency are not demonstrated through formative and summative assessments.	3rd grade reading and math proficiency are demonstrated through formative and summative assessments.	3rd grade reading and math proficiency are demonstrated through formative and summative assessments. Trends of growth in at or above grade level are achieved.
	Students in grades 4–12 do not demonstrate positive growth trends on annual reading assessments.	Students in grades 4–12 demonstrate positive growth trends on annual reading assessments.	Students in grades 4–12 demonstrate growth trends on annual reading assessments that exceed national norms.
	** UIP - 2021-2022: MSD does not meet the annual growth target for reading and math, showing less than 10% growth on EOY NWEA/MAPS assessments	**UIP - 2021-2022: MSD meets the annual growth target for reading and math, showing 10% growth on EOY NWEA/MAPS assessments	**UIP - 2021-2022: MSD exceeds the annual growth target for reading and math, showing greater than 10% growth on EOY NWEA/MAPS assessments
Board will... Prioritize spending for a diverse selection of classroom and elementary library reading materials.			

May 2022 Board Report

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**Elementary Principal input:**

Elementary staff input in the section below has presented data on where the elementary is on 4A. In addition, more data will be available for a June supplement to this report since the elementary school finished MAPS testing on May 12, 2022.

**Elementary staff input and Superintendent:**

Teachers at the Elementary level are continuously utilizing formative and summative assessments to determine the best course of teaching for their individual students. A teacher said, “I use DIBELS, MAPS, STAR, pre/post tests from Wilson Reading System, Qualitative Reading Inventories (measures phonemic awareness, phonics, fluency, comprehension, vocabulary) and daily assessments of progress based on the reading and work that students are doing in class each week.” Another reported, “I do monthly fluency checks for students, and we use STAR reading to make sure students are reading at their level. This makes it, so they are successful in understanding what they read. I also use AR for reading comprehension. I have recently begun using a reader’s workshop model with my reading intensive group, where they choose what they read based on the higher end of their reading level.”

Regarding supporting individual student instruction, one teacher reported, “This all depends on the students and their interests. It will vary from year to year, day to day. ... One example I currently use is assistive technology. I have two [students] who can’t read. I scan their work into the computer, turn it into a JPEG, and from there they can use their Chromebooks to have the document read to them. They also use speech to type. Another way I differentiate for my students is giving them meaningful work...not busy work. I use flexible grouping. Using

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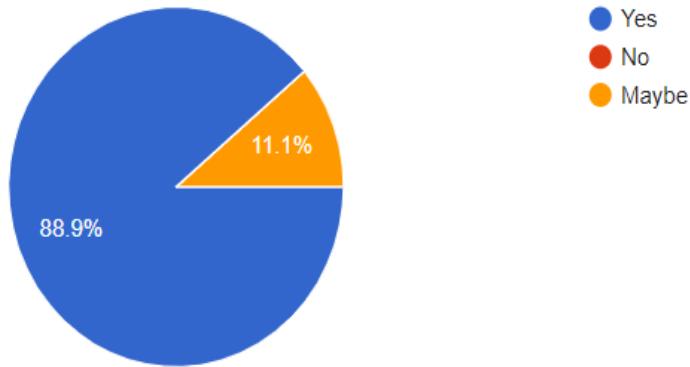
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their interest, I place them in groups based off of their strong assets not weak. I also use a variety of tools for students to use (manipulatives, charts, notes, etc.) to help their learning. I could go on and on.”

The Mancos School District instructional staff had the opportunity to participate in a survey. There were 27 respondents, and the first question follows.

Do you use assessment data (formative and/or summative) to support individual student instruction?

27 responses



When asked to describe their differentiation practices, there were various answers. The answers were based on proven techniques, strategies, and resources considered best practices for instruction. It is clear instructional staff understand the value of a student-centric learning environment and apply proven principles to their work.

- I am an ESS teacher - It happens all day every day.
- I use DIBELS, MAPS, STAR, pre/post tests from Wilson Reading System, Qualitative Reading Inventories (measures phonemic awareness, phonics, fluency, comprehension,

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vocabulary) and daily assessments of progress based on the reading and work that students are doing in class each week.

- This all depends on the students and their interests. It will vary from year to year, day to day. Some of the things I have used to differentiate learning. One example I currently use is assistive technology. I have two 5th graders who can't read. I scan their work into the computer, turn it into a JPEG, and from there they can use their Chromebooks to have the document read to them. They also use speech to type. Another way I differentiate for my students is giving them meaningful work...not busy work. I use flexible grouping. Using their interest, I place them in groups based off of their strong assets not weak. I also use a variety of tools for students to use (manipulatives, charts, notes, etc) to help their learning. I could go on and on.
- I use it to give extra support in the areas of need.
- I look at the Dibels test scores to diagnose individual needs. Student needs determine the lessons students receive.
- Reteach & re-test, also used to gauge future lessons/difficulty level, etc.
- ??
- I use it as a way to identify early-in-the-year X Block interventions for students.
- students can self-select books of interest for silent reading time; they perform one-on-one book talks with me just to talk about what happened in their book; students allowed to listen to audio versions (with hard copy of book in hand) or graphic novels, as desired; students allowed to self-select accommodations when reading whole-class novels; no longer use practice of "popcorn reading" in which students call on each other to read aloud, as research shows this is not a good practice; show students their scores on NWEA tests and have them work with me to develop growth goals for the year; share this information with parents (this is something that needs to be done on a secondary level, not left to the teacher to do on their own)

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- Based on IEP students may have additional time, modified assessments, or additional support when doing the assessments. Some assessments have students choosing which form to take - written, project, activity.
- I use exit tickets to get a quick view of who has mastered an important concept and who still needs practice. I also progress monitor students regularly to gauge growth and look at their in-class assessments. NWEA and Star reports give good normative data. I use them to make decisions about interventions for students and to determine if their current plan is working or not.
- I do monthly fluency checks for students and we use STAR reading to make sure students are reading in their level. This makes it so they are successful in understanding what they read. I also use AR for reading comprehension. I have recently begun using a reader's workshop model with my reading intensive group, where they choose what they read based on the higher end of their reading level.
- I use assessment data to drive individual student goals and assess their individual progress.
- I work with IEP students, any instruction is individualized.
- Based on assessment data, students are grouped according to similar areas of need in instruction and supports.
- I use this to individualize my students' learning. I target their weaknesses and use a variety of tools to help them achieve their goals.
- Small groups according to needs/strengths 1:1, scaffolded lessons and assignments
- Using STAR Reading data to encourage students to read in the ZPD
- My lesson plans are tailored to the needs of the students. I progress monitor regularly and adjust their goals based on growth.
- I use the results in reviewing the lesson by focusing on least mastered skills.

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- Different leveled materials are provided for students to meet them where they are at and to push them toward growth.
- N/A
- I teach ESS - this is how I determine what we are working on.
- Instructional/ focus areas are individualized based on assessment data for each student.
- Elementary staff develop interventions for students needing extra support to be on grade level, as well as interventions for students exceeding grade level expectations. Students receiving interventions are in a small group of 3-5, or 1:1. The interventions are progress monitored every four weeks to see if growth is made, if the intervention needs to be changed or increased, or discontinued because the student has reached their goal.
- I use assignments and small daily questions to determine if we are good to move on from a topic or if we need to spend more time.

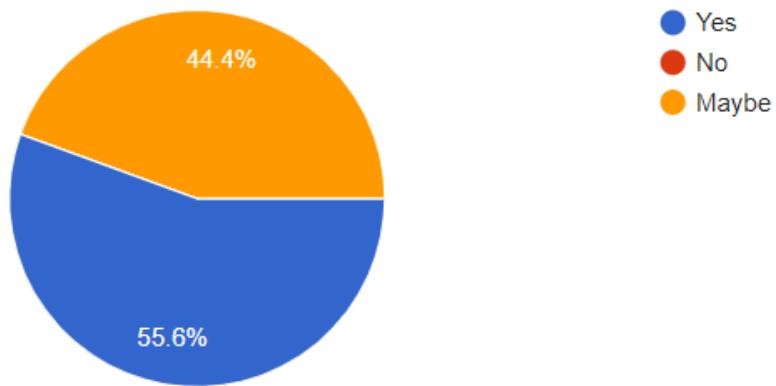
The second question (below) asks about students' results based on the aforementioned practices. In this answer, 15 responded that their students show positive longitudinal growth in math and reading, and 12 responded that their students may show positive longitudinal growth. Those that responded with certainty about their students' positive year-over-year growth cited the school district internal assessments MAPS, DIBELs, and Star, to name a few. The 44% that are unsure bring forth a concern that clear communication about student growth is not fully known by staff. This may be an issue of a lack of time to share assessment results from grade level to grade level or school level to school level. Additional time and clear data talks through planned professional development may address this uncertainty. This matter will be discussed with the administration instructional team on June 01, 2022, when the 2022/23 professional development schedule is built.

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Do your students demonstrate positive longitudinal growth in reading and math - PK-12.

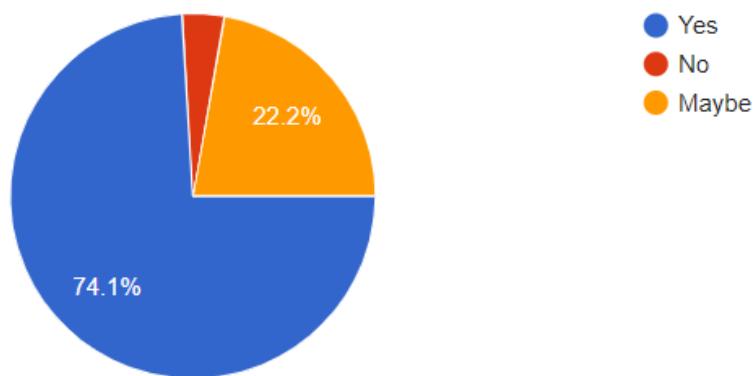
27 responses



The following question addressed the love of reading. Since reading is ubiquitous with learning, the focus on reading in all content areas is a proven strategy.

Do you encourage the love of reading?

27 responses



The staff practices for encouraging the love of reading are below.

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- We read and find what they love to read to help them want to read.
- Students are encouraged to check out books from the Title 1 classroom library. 2. Students have opportunities each week for reading books that interest them. 3. Title students are given money each year to purchase books from the Mancos book fair. 4. Students get to choose books that we use for read alouds. 5. We discuss books/stories so that students gain a deeper understanding of what they are reading. 6. Events are held at the elementary school that support reading and family engagement. 7. The Title 1 classroom has high interest/grade level stories from PreK-4 that so that students at any grade level can find books at their reading level for AR or reading at home. Parents can also use this library to check out books for at home reading.
- When you are excited to learn, it helps the students want to learn. I also promote ways in which students are successful at reading.
- Using AR to promote continuous reading, helping students find the books they love and allowing them to share their stories with their peers, and sharing my love of books and authors with them.
- I read to my students and have a large library for them to select books from.
- I didn't answer "yes"
- Encourage students to read about topics that interest them through research projects
- I have no idea how to answer this. With my own children, we have always encouraged a love of reading.
- set aside an hour every three weeks to just get comfortable in class and read; self-selection of books encourages love of reading; pre-COVID, we would walk to the library for reading time and to choose books

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- My answer was not YES, but I try to point them in the direction of books that have Science imbedded in the stories. I am working on building up a classroom library with Science related content such as Hidden Figures and Radium Girls.
- I incorporate reading into math instruction whenever possible, mostly through the use of read-aloud books that pertain to math. I love books and often if you are enthusiastic about something your students will be as well.
- I have a huge classroom library that has many different levels in it. I share different authors by spotlighting them at the front of the classroom and do different read alouds to embrace curiosity and interest in different series.
- By choosing high interest novels and reading them with my students with lively discussions. Discussing my own love of books with students.
- Encouraging kids to read for fun, and assigning books for reading, without work expectations attached.
- I do provide opportunities for choices in reading materials and time to do so.
- I share authors from different chapter book series as well as share books, either read by myself or the computer, everyday. I spotlight authors and holidays through books each month.
- Read a louds, author and book studies, SSR time, Book sharing, Article sharing, reading by genre, AR charms for points, reading corner, etc.
- Provide fiction and nonfiction reading materials to meet students likes
- Students get excited when I read to them.
- They have mini-library that they can use in the room for research and other educational purposes. I give them time to read. Reading is also integrated in subject assessments.
- Finding interesting articles to present to students that spark their interest and can spur discussion.
- N/A

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- Reading a variety of books and provide a variety of books for students to read
  - I offer and encourage reading in areas of student interest within my classes.
  - Every classroom has ‘free reading’ time where students are engaged in reading their choice of genres, and levels. We also promote reading at the elementary by hosting an AR/3R field trip at the end of the year for the students that have reached their AR goals. (The goals are set as a grade level and individually for some students.) We also have two bicycles that are won by a K-2nd grade student, and a 3-5th grade student. The two students win the bicycle because they earned the most AR points within those grade levels. We have extended AR quizzes to be taken at the public library and at home, so students are not only reading at school.
  - I incorporate reading and writing into both my math and physics classes.
  - Read to them, books I love.

The following question addressed the Unified Improvement Planning, UIP, a process by CDE. The majority of staff were aware of the long-standing process; however, a majority were unaware of a district-wide with goal embedded in the plan. This data for the goal will be shared with the Board of Education in a supplementary document to this report in June once the final evaluation of the MAPS testing results is completed. Unfortunately for this report, the Maps testing was concluded on May 12, 2022, not allowing for complete data evaluation. The administration instructional team primarily crafted the UIP plan to maintain compliance with CDE. The work was thoughtful and diligent. However, an approach for 2022/23 that aligns the UIP and the Strategic Plan into a complementary accountability system is in the district’s best interest. In addition, gathering staff input for this process would benefit the school district. However, the time needed for this process will compete with the other high-priority instructional

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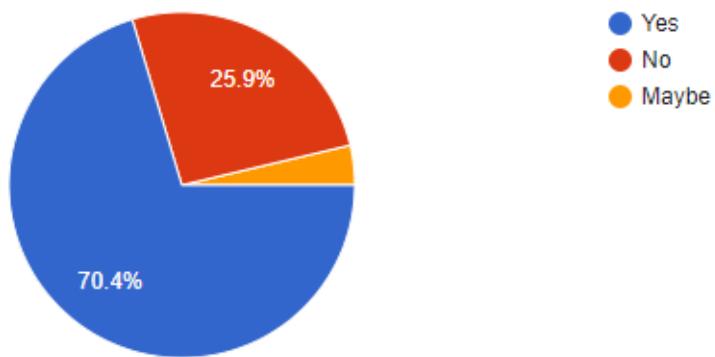
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practices such as instructional coaching, professional development for data embedded instruction, and best practices in the art and science of teaching in a PBL school district. Therefore, the matter will also be addressed at the administration meeting on June 01, 2022.

Are you aware the school district completes an annual Unified Improvement Plan, UIP?

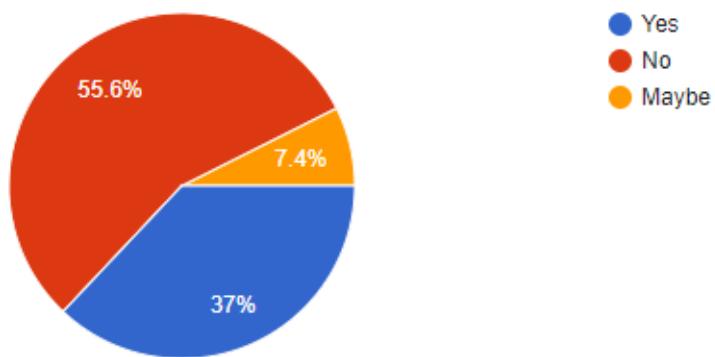
27 responses



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The MSD UIP goal for the 2021/22 school year is a 10% increase in the aggregate math and readings scores. Are you aware of this goal?

27 responses



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The final question to staff was: **The Strategic Plan requires the Board of Education to prioritize spending to purchase a diverse selection of reading materials for classrooms and the elementary library. What does this mean to you, and is it happening?**

The answers were varied and interesting. The comments about resources will be helpful for the discussion of building and district resources.

- My students will have more opportunities to figure out the genre they love and want to read. This also will allow students to have more options for leveled reading books.
- The Title 1 classroom, and Reading Room, have fiction, nonfiction, and multiple copy books that are primarily used for Title 1 students and for use during K-5 Reading Intensives. However, I am unsure of what individual classrooms or the library has.
- First and foremost, the love of reading comes from home. Parents are their kids' first teacher. If that doesn't happen, then we need to make sure that their experience with reading is a positive one. I believe that the first years in education is the most important building blocks for reading. I don't believe in purchasing materials for the library and or classroom is going to build a love of reading. We can purchase the most beautifully covered books with amazing art work, but without the knowledge of the book or excitement of it, students will only be attracted to the cover, not what it has to offer. We need author visits, we need positive interactions, we need to use strategies in our own library to motivate the students to read. The library needs to be inviting, welcoming, energizing, loving. Visually stimulating. We need people who will inspire students!
- This means getting appropriate books for my students to read at their good fit level. I see some of this happening but would like to see more of it.

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- I have no idea what reading materials have been purchased by the board. I would like to be able to order newer books and book sets when I need them and am unable to find them in our library. Perhaps we could set up a “book fund” for each teacher so they can purchase what they need and build their classroom libraries.
  - Never heard of this...sounds like they are going to try to encourage reading with younger students which is great!
  - No idea
  - This doesn’t apply directly to my classroom but I feel the a “diverse selection” means materials at different reading levels and different topics in terms of content and perspectives concerning the world around us. It is important for students to see what the world has to offer and what the world may look like through the eyes of people like themselves but also people who are different from themselves.
  - It means I get to buy more books for my room! It also means we need to prioritize that all students K-12 have a Mancos Public Library card -- include the form in registration packets and work more closely with MPL to utilize their facilities (since using the elementary library isn’t practical after 9th grade).
  - I did not know that this was available. I would love to get Science related reading materials for students to read on their own time. I actually have a list of books I was hoping to purchase this summer for my classroom, but I thought I would have to use funds from the science department.
  - I don’t really know that this has implications for my particular position.
  - To me, it means we are allocated a certain amount of funds to use on books for libraries. This is not happening.
  - Yes- I think we could use more diverse characters represented in our reading materials though.
  - ?

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- I believe it is. I would love to have more graphic novels and low level high interest books available for students that have barriers to reading at grade level.
  - I would imagine it means I am receiving books in my classroom, outside of my classroom budget. This is not currently happening.
  - If there is spending available, I'm not sure classroom teachers are aware. If I purchase books for my classroom, it's with my 3rd grade spending budget which is too small for book sets. I also use scholastic book points and use my own money.
  - I am not aware of the School Board budgeting any funds to purchase reading materials for the library or for classrooms.
  - This is not relevant to my current position.
  - This will help the children enhance their reading skills.
  - To me this means that we should be putting our money where our mouth is. I don't necessarily see this as any kind of increase specifically in my personal classroom budget in order to build my personal classroom library.
  - It means that I will have money to purchase reading materials that are specific to my content area.
  - It would be great to build a library for ESS teachers with leveled books for students to choose from. I have to borrow books all of the time for other teachers. My room is a space for students who struggle to read to be able to feel comfortable choosing a book at their reading level and not worrying about what their peers are thinking. I don't have a variety of books readily available to them.
  - As a secondary teacher and parent, I would like to see these opportunities extended to our secondary students as well. This could be done by incorporating more graphic novels, specifically of the classics, and librarian support in building classroom libraries based on appropriate reading levels and interests areas relevant to secondary standards and coursework.

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- This means that if teachers are requesting additional reading materials for their classrooms, the district will purchase the materials requested. This also includes materials requested for the library.
- I'm not sure.
- We could use book sets that aren't 20+ years old and falling apart for our reading groups.

### **Secondary Principal input:**

We do not have current MAPS data as we just started conducting the MAPS testing in Middle and High School. We will have the results in the last week of the school year. However, the teachers will use their classroom end-of-unit assessments to gauge their students' growth and knowledge attainment. Preliminary reports from Fall to Winter demonstrate that the majority of 8-10 grade students are making adequate growth in Reading and Language Usage. However, they are behind their growth goals in Math (10<sup>th</sup> grade is the exception).

Our teachers have a focus on reading in their classrooms. This is demonstrated and observed during classroom observations and walkthroughs. I also follow up with conversations during post-observation conferences. Of course, this is easier to implement in the ELA and Social Studies classes; however, Science and some elective courses also focus on reading. So again, this is an area that we can improve in. We need to provide our entire teaching staff with effective and efficient instructional practices that not only increase the amount of reading in the classroom but also increase the effectiveness of the reading our students do while in class. A good resource for increasing reading instruction in the classroom is Chris Tovani's book: Do I Really Have to Teach reading? I provided a copy of this book to key staff and will order more copies to share.

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Individual learning plans: Currently, only the students identified as ESS or G/T have individualized plans. G/T Students follow along with an advanced learning plan that focuses on taking classes that lead to a college track. Most of our Identified G/T students are placed in advanced courses. This has been a loose process in the past, and the advancement process was recently updated this past Fall. (posted on the Website). In the upcoming years, the G/T coordinator should meet at least twice per school year to help the G/T student identify and set goals for academics and coursework. This process will be finalized on the student ALP. Then the G/T coordinator will monitor the students' progress toward their ALP goals. (Note: with change in Secondary leadership, the responsibility of a GT Coordinator and District Assessment Coordinator is being removed from the Principal's duties to allow for concentrated time in the classroom as an instructional leader). The ESS students have plans that are more specific as they address individual learning needs. The students with 504s have plans that focus on accommodations that help them have equal access to the same level of instruction as their peers.

This is also an area that we may be able to improve on as we need to assist all of our students with developing plans that help them achieve their academic and career goals. In the future, we need to tighten up the ICAP process and implement the ICAP activities in Middle School and make it a focus of the graduation process at the high school. This can be done through training and monitoring of the ICAP program. There should be a person who oversees the ICAP process and the inputs that the students use in the ICAP program. This program will help each student identify likes and dislikes and assist them in selecting an academic/career focus of study. In addition, using the ICAP online program, the students/teachers would easily be able to monitor their progress. This monitoring process will help students, teachers, and parents see if

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their child is on track to graduation and if they are meeting the requirements needed to achieve their post-graduation goals. (Note: As part of a recent grant with DSD, MCSD, PCC, and SJBOCES, a middle school ICAP program is being sought for the region).

**Secondary Assistant Principal and PBL Director:**

We have incomplete data for the UIP reporting segment of this objective regarding the goal of 10% growth in math and reading on NWEA/MAPS testing for 2021/22. The following data sets represent both achievement, which is nationally “normed” data, meaning it shows how our students perform compared with other schools across the country taking the NWEA/MAPS assessments, and growth as it relates specifically to our students’ past performance over the last two years. It is important to look at both of these, as it is valuable to understand both how we measure up to the national norms, *and* to also understand how our students are trending, relative only to where they were and where they are currently at in their academic growth here at Mancos. Again, it is important to note that these data sets are incomplete. Our EOY (End of Year) NWEA/MAPS testing is currently being completed, so not all students have taken all of their assessments. More data will be made available in the June Data supplement to the Board of Education.

**Middle School NWEA/MAPS - Reading**

For middle school reading achievement, 33 of 66 (50%) students tested have scored at or above the 50th percentile nationally, and for growth, 30 of 51 (58.8%) students have met their NWEA/MAP growth projection in reading. We can say that these numbers are fairly representative of the MS population, comparing it with 85 students tested in the Fall, and 99 tested in the Winter of the 21-22 school year. Based on the students that have tested at this point, our 10% goal for growth in reading has been exceeded, standing at 11.4 percentage points of

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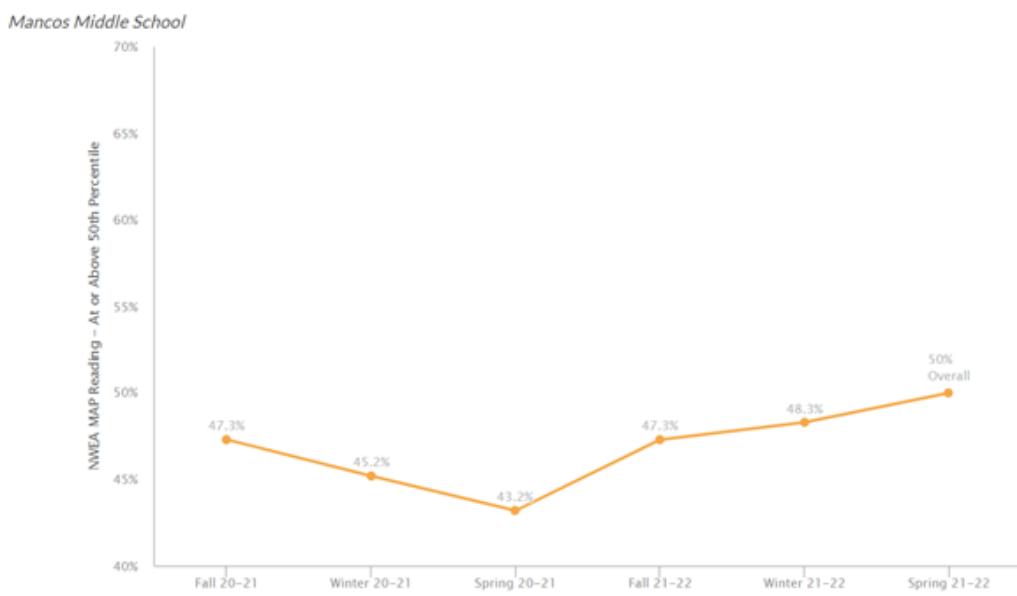
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growth. More data will be made available in the June Data supplement to the Board of Education.

**Mancos MS – Reading Growth**



**Mancos MS – Reading Achievement**



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### **High School NWEA/MAPS - Reading**

The high school data for the Spring NWEA/MAP assessments that you see below is only up to the W21-22 point, as this is the only data we have processed at this point. With that being said, for high school Reading Achievement at MOY, 47 of 69 (68.1%) students tested have scored at or above the 50th percentile nationally, and 37 of 62 (59.7%) students have met their NWEA/MAP growth projection in Reading. Based on the students that have tested at this point, our 10% goal for growth in reading has been exceeded, standing at 17.1 percentage points of growth.

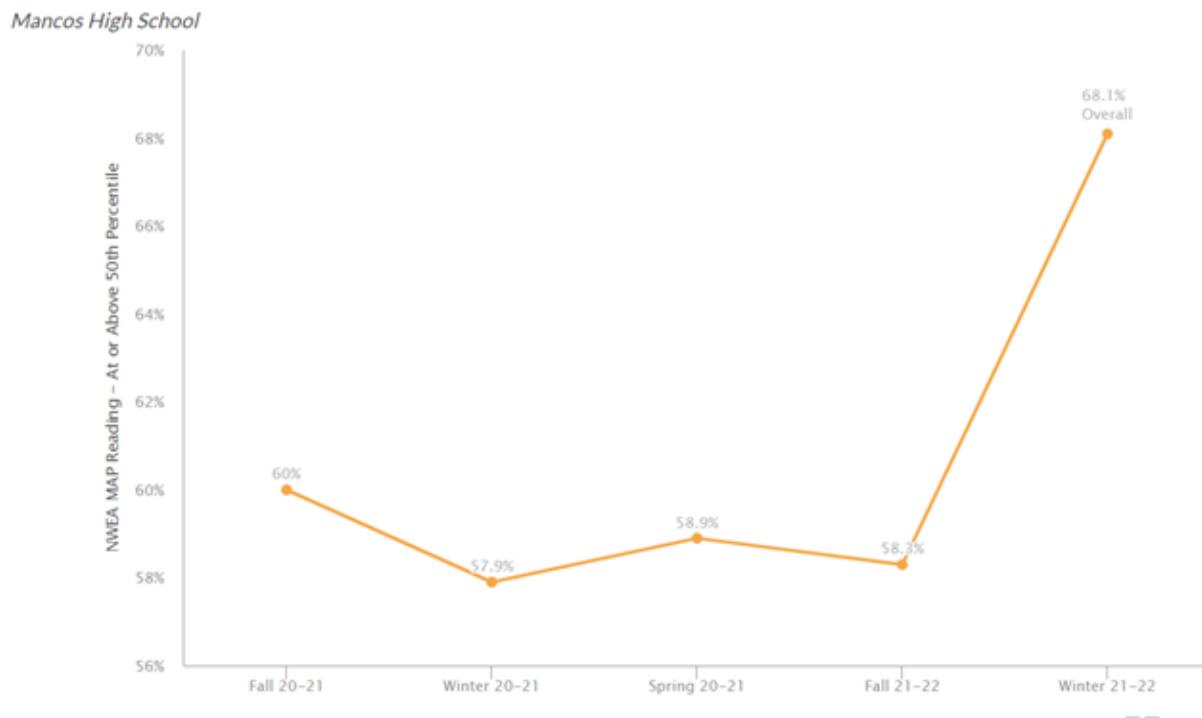
**Mancos High School - Reading Growth** (as of W21-22)



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**High School - Reading Achievement (as of W21-22)**



**Middle School NWEA/MAPS - Math**

For middle school math achievement and growth, **there is not a representative number of students that have tested.** Only 6 middle school students have completed the math portion of the MAP testing, compared to 122 in the Fall and 124 in the Winter. Based on the WInter 21-22 testing data, there was 1.1% growth in math achievement, and an 11.4% drop in growth. We cannot yet report on our progress toward the 10% UIP goal for growth in math until the Spring testing is completed.

**Middle School Math - Growth**

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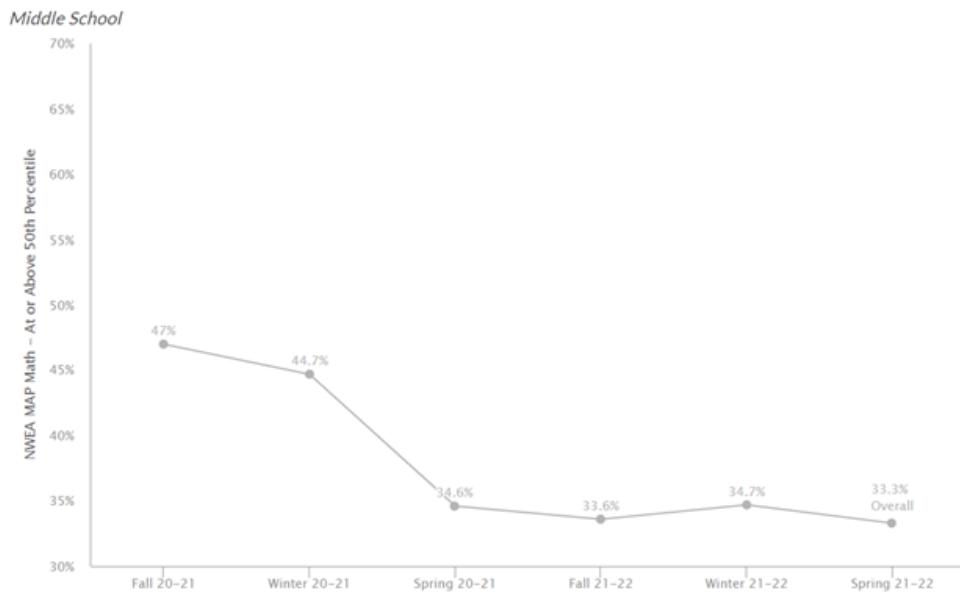
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### *Middle School*



### Middle School Math - Achievement



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### High School NWEA/MAPS - Math

While the high school math data is slightly more representative than middle school, it is **still not enough to make a fair statement about progress toward our 10% UIP goal.** Only 24 high school students have completed the math portion of the MAP testing, compared to 63 in the Fall and 54 in the Winter. We are hopeful that once all students have tested, we will see growth closer to the Fall 21-22 through Winter 21-22 number, which was 20.8%. Achievement data for high school math is not as encouraging, with a 7.3% decline from Fall 21-22 to Winter 21-22. It is important to note that growth leads to achievement, and maintaining a trend of growth, relative to Mancos' historical performance, is why growth and not achievement was the stated goal in our most recent UIP.

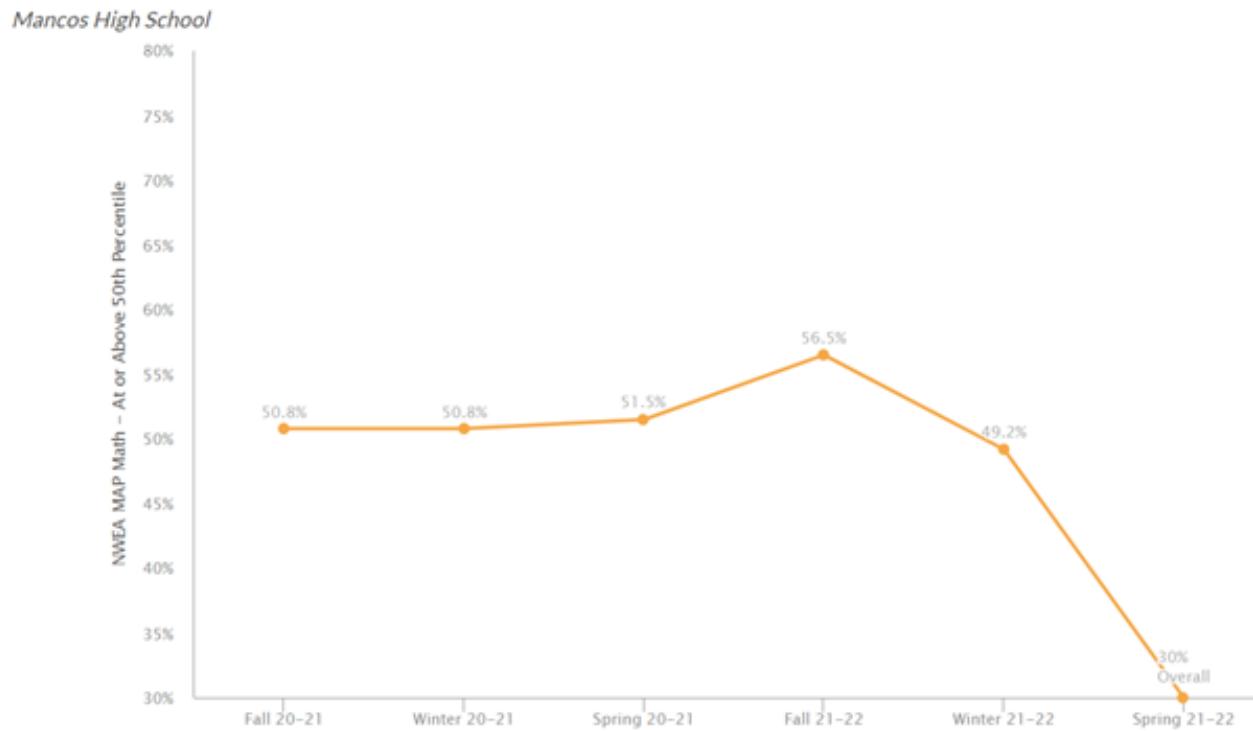
High School Math - Growth



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**High School Math - Achievement**



**Additional secondary staff input:**

During the 2021-2022 school year, the Mancos SD served approximately 13% of its population with identified ESS services. Of this 13%, approximately 36% of ESS students receive related services from BOCES (i.e., OT, Speech/Language, PT). In addition, the Mancos SD primarily serves their ESS students in an inclusive model meaning that 95%-98% of ESS students have at least 80% of their week accessing the regular education environment. Mancos SD focuses on strategies like early intervention for foundational skills and transition services for those seeking post-secondary education and/or job opportunities. Each student's growth is unique and measured through local assessment data MAPS, IEP goal progress, and frequent

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diagnostic assessment data. As far as graduation data goes, MSD has graduated 100% of its ESS student population within the typical track of years in the last five years.

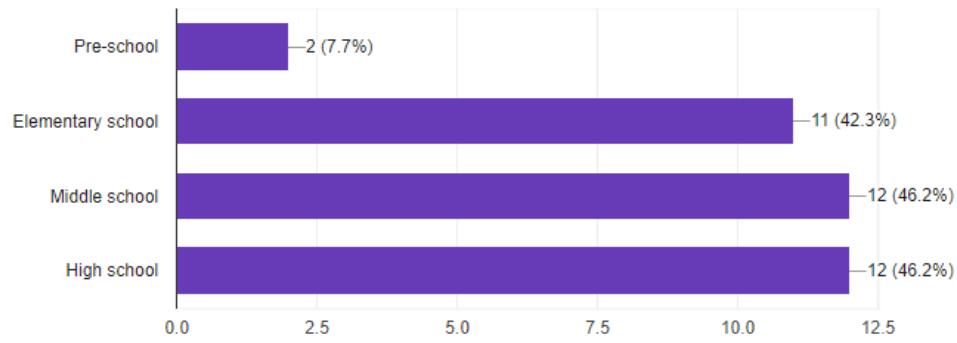
### **Parent Information Input:**

Parents were also surveyed about Objective 4A with 26 responses from a cross-section of our school levels.

I have children in the following Mancos Schools.

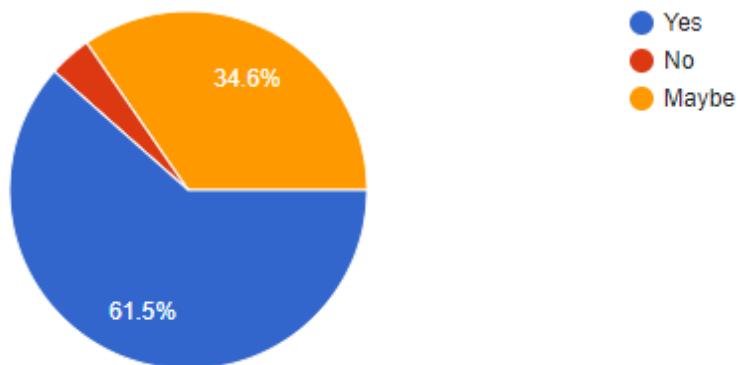
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26 responses



Do you believe your child's teacher(s) use assessment data (formative and/or summative) to support individual instruction for your child?

26 responses



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The data show that parents are aware that teachers use assessment data to support individual instruction in the classroom. This is a favorable indicator for communication between teachers and parents. The parents' comments are below.

- Because we have had a conversation.
- I haven't seen assessment data
- One kid is being tested for gifted and talented the other is IEP all based on school testing
- seeing regular standard testing + results
- Based on the reading standards I have seen.
- My children are often telling me what and how they are learning in their core classes.  
They also study for tests and we communicate about their results.
- Throughout Kindergarten we feel that \_\_\_\_ has been evaluated on an individual basis, and when he showed a need for more academic challenge, that need was met.
- My child is above level in reading and we set a personal goal for her reading comprehension. It was personalized and separate then the 1st grade end of year goal.
- Both the 5yo and 8yo enjoy reading and the 8yos teacher has expressed to me specific insights that give me confidence that she's paying attention to my child as an individual (subjectively and objectively). I've also been in that classroom and watched individualized instruction practices take place.
- Elementary = IEP = specific plans and accommodations Middle = specific roles, challenges and assignments to meet my student at his higher performing level in ELA
- I talk to my children about what they are doing in class.
- Some teachers some of the time. One of my children is gifted and does not receive specialized assignments or instructions ever. Another one of my children has an IEP and some his teachers support the tools outlined in his IEP and provide him with individualized options.

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- I would hope they use MAPS testing results and similar assessment data to support instruction although I am doubtful how “individual” the instruction is given the fact that teachers have their hands full trying to address the needs of so many students at one time. I have yet to see a teacher respond individually to my students’ assessment results and fear that making this a requirement would dictate that something else has to get dropped from the responsibilities of these hard working educators.
  - I know that the elementary does but not sure what the middle school or high school does.
  - spelling tests, AR, etc.
  - Some of my kids have had special learning plans.
  - She’s on a IEP and I think they follow it and give her the help and attention she needs. They’ve all been very helpful. She feels good about school.
  - The elementary school in particular does ongoing assessments in reading and math. Data collected is used for intervention if needed.
  - If my child is struggling, they make changes to teaching style to help my child
  - What I have seen online supports the data.

The next question addressed parents’ perception of their child’s year-over-year growth in reading and math, with 21 stating the affirmative, two uncertain, and three no growth. This is likely good news in a typical school year and excellent information in the second year of a pandemic. However, as educators, we are concerned about the 19.2% that were either uncertain or dissatisfied with their children’s learning outcomes. The comments below bring greater

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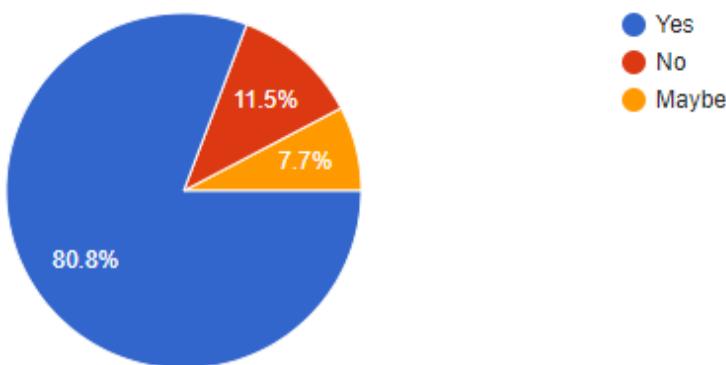
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clarity to the question.

Does your student show positive, year after year, growth in reading and math?

26 responses



- The teachers send home STAR reports showing the monthly tests.
- Her scores are up every year and she understands The concepts taught
- He is just learning the basics and making achievements
- both girls bring home positive attitude about reading
- My daughter has become quite the reader and I have watched her grow in the objectives I have seen on the report cards.
- Both of my boys are in advanced (one grade above) math classes. They are being challenged and doing well. My daughter tells me every detail about her learnings in math. I see them all reading and advancing in this skill as well.
- We have seen a great change from the start of Kindergarten to now.
- We also read a lot at home, visit the public library, and practice math skills based on her grade level.
- 8yo was out of school (pandemic) for a year and a half and is already caught up in math (wasn't behind in reading). 5yo is excited about learning, loves school, and does extra 'work' at home related to reading and math.

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- My 6th grade is high performing, and continues to grow even though growth is harder if a student is already scoring high. My 4th grader's growth is smaller than we'd hoped, but I do not put that on the teachers, but rather his challenge with reading.
- Currently moved from his 8th grade math to high school level
- I have seen their MAP scores and I have had conversations with them about what they are doing in both reading and math.
- Some years there's tremendous growth some years none at all. It's very dependent on the teacher.
- Yes, I have observed growth in reading and math skills based on assessment data and ability to complete more difficult work each year. I assume that, based on consistently good grades each year, my three students are achieving academic growth each year.
- You can see a positive progression.
- Her DIBLES scores have sky rocketed this year!!! Its wonderful. She's also very excited about math and asks me math questions all day long! Super proud of her and her academic growth this year!
- Their test scores show this, and I can see their improvement as well.
- Yes I'm reading. No I'm math
- Reading yes. I'm unsure about Math this year.
- Her test scores are consistently increasing and she is more confident
- My child continues to excel in the Mancos
- I see MAPS data every year.
- Through MAPS I see growth through both boys.

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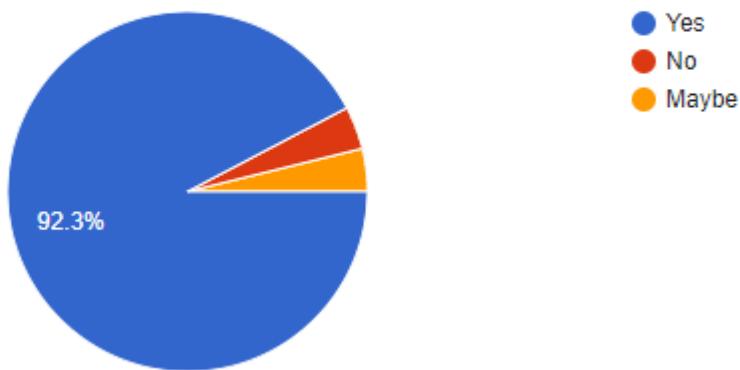
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Do you encourage the love of reading at home?

26 responses



In this question, 24 of the 26 respondents report encouraging the love of reading at home. The authentic responses below affirm the high percentage in the survey.

- Research on family topic, class assignments and audio books
- By being a role model and making it fun
- We've read to her since she was born and encourage her to read books she enjoys. Also I lead by example. I love reading.
- It's a struggle with one thing he other is excited
- My kids are not readers
- Read with him everyday
- buy and borrow lots of books, parents read often
- We read almost every night to our kids and encourage our oldest to stay up a bit later and enjoy a book. We have worked with the Cortez Library and they have been wonderful in purchasing a book series that our daughter has recently got into.
- We often read aloud and listen to books on tape when traveling.

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- Books are sacred! We fill our home with all forms of books, have read every night since a baby, and encourage a love f reading.
- We visit the library weekly and read together nightly.
- We read in front of them, with them, and show interest when they share stuff with us that they've read about. We don't push them at all and have no required reading time. We do make available books that match their reading level and interests.
- We read a lot, and encourage our kids to do so.
- I read constantly, discuss good reading material
- My wife and I both read. We go to book stores. Our children buy books. We talk about books.
- Parents read at home, we purchase books and we encourage reading often.
- I have taught each of my children to read and, when they were younger, we regularly read both short and long books aloud together. At present, I take an interest in what my students are reading at school by asking them questions. I still actively look for books that will engage each of my students at their reading level and give them as gifts. I encourage my students to read a variety of genres but my ultimate goal is to keep them reading. I encourage and, especially when they were younger, have required reading during the summer. Having a student with dyslexia, I also encourage private listening to audio books and our family also enjoys these when we go on trips.
- We read often in our home and talk about what we have read
- We read every evening before bed as a family. We've moved onto biographies of female scientists recently (kid friendly) which has been super fun and inspirational.
- Reading books together, reading in front of the kids, buying them books, going to library and bookstores
- She usually reads at bedtime. We read devotionals together. Buy her books that she wants and talk to her about them. Read with her,

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- Library visits, buying books, reading together, and modeling reading.
  - Go broke buying books
  - I do encourage reading. My child does not like reading.
  - I purchase books on Amazon and frequently visit the library with them.
  - I buy series books that the boys enjoy.

The next question asked about possible ways for the school district to improve reading and math student development. **How would you like to see the school district improve your student's skill level and mastery in reading and math?**

The responses were also quite thoughtful and helpful. There appears to be a theme of satisfaction and appreciation for staff.

- Interactive instruction, checks for understanding (mini assessments, reteach if need to)
- By encouraging the love of reading by author visits, emphasizing why reading is so important, meeting where kids are at, read-a-thon, how to read/speed read (see Jim Kwik, he's amazing)...so many ways.
- Provide math sheets with instructions and steps on them, so if they need help, parents can assist. A lot of the time I'm not 100% sure of the procedure to solve the problem.
- More hands on but not pbl
- Make them accountable and don't let them cheat.
- Doing great so far. He is just beginning
- keep on track with current efforts

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- I am not sure. I believe my student is doing really well and thriving how things are going.  
I am sure that is not the case for everyone but it would be hard for me to see any more improvement compared to where she is.
- My kids are doing great!
- At this point I think we're good!
- Patience with every students ability and working with each student in personal growth.
- Continue to show interest in what they are interested in and make available resources that support those interests. Open doors and share opportunities. Keep it fun and relevant to their world and interests.
- More engaging projects
- Continue to encourage excelling, not to remain stagnant
- Keep hiring teachers who encourage the love of reading and math.
- Individualize more and push to grow faster.
- Begin teaching basic Latin prefixes and roots in 3rd grade. Research shows that a basic understanding of these will improve the reading and vocabulary of any student, even those with learning disabilities! Require more reading and engaging with historically classic literature from early on and, in high school, be exposed to and taught how to engage with original historical texts. In order to help students engage with more difficult texts, it is important to hone in on critical thinking skills in grades 7-9 during which students should be taught logic and how to recognize both sound and fallacious arguments. The middle and high school writing curriculum also seems to lack some alignment as high school freshman are not prepared to engage in grade appropriate writing requirements in both history and English. Because of this, it seems like first semester is spent reviewing how to write a basic five paragraph essay instead of being ready to engage with the text through writing and logical discussion. Teacher does a good job teaching high school English to the students she has to work with. I do think

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those students could be better prepared in the younger grades by evaluating scope and sequence and aligning curriculum standards. As for math, I have found Mancos to have some very good teachers and my students have really enjoyed the project based approach that Teacher was using long before Mancos ever started promoting PBL. Teacher is also doing a good job.

- Of course
- I feel she's being given the appropriate supports for her age and is showing growth.
- .
- I think reading is good. Math, focus on math life skills.
- For reading, I would like to see a wider variety of materials offered in the library and classroom library. There is a ton of science-based research on The importance of representation in literature. Books can be An important tool of SEL too. The heavy use of AR discourages kids to read books outside of the system - books without tests can be seen as less than. In regards to math, I'm less informed about the current curriculum.
- Move her to advanced classes so she isn't bored
- My child continues to show improvements
- Less worksheets more hands on projects.
- By providing a variety of reading sources.

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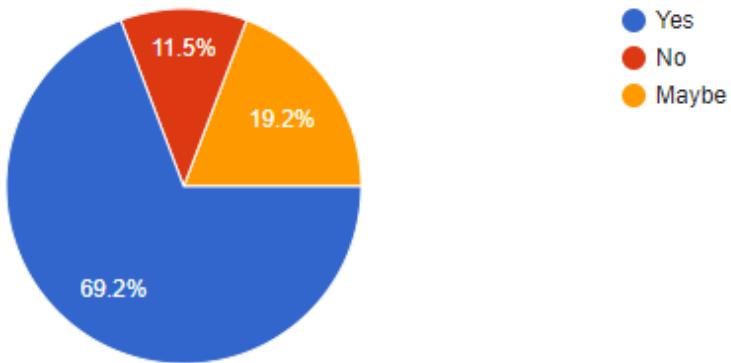
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Are you aware that the Mancos School District uses NWEA (Northwest Evaluation Association) three times each school year (fall, winter, and spring) to evaluate your child's proficiency in reading and math?

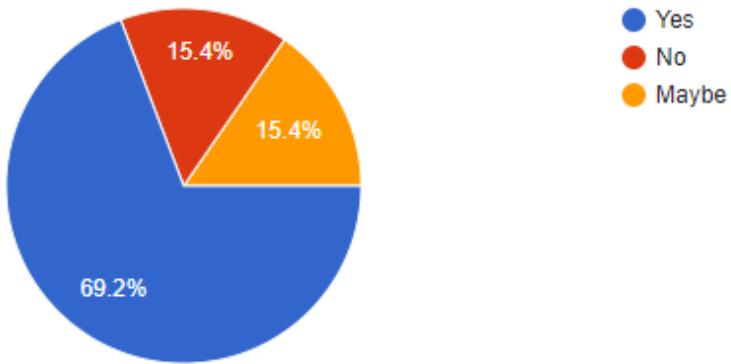
26 responses



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Are you aware that in between the NWEA testing cycle, the Mancos School District teachers use both formal and informal classroom tests as well as diagnostic assessments to evaluate your student's growth in reading and math?

26 responses



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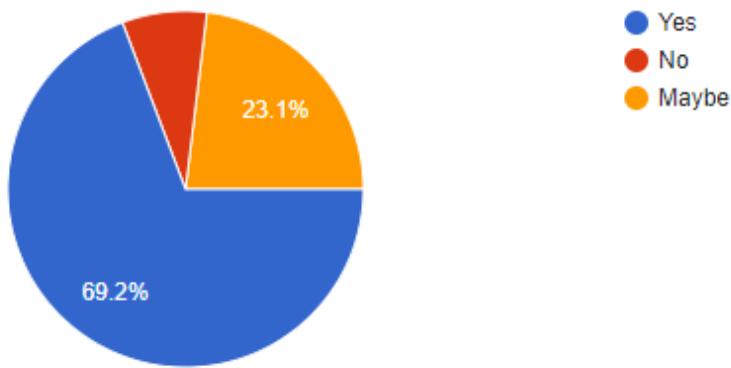
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Parents at high majority are aware of MAPS testing and informal classroom and diagnostic assessments during the MAPS cycle. This data indicate that parents are engaged with the assessment practices with the school district. Again, this is a high percentage and speaks to the healthy communication between the classroom and home.

Are you aware that the Mancos School District uses PBL engagement processes (learn by doing), teacher assessment(s), curriculum (cross-curricular and vertically aligned), and high-quality individual and whole group instruction as the process of meeting your child's education development?

26 responses



Parents' responses to this question indicate satisfaction with an educational program.

The final question was broad and open-ended to allow for free expression. **What would you like to know about your child's educational program?**

The responses below will be shared with Mancos School District's instructional staff. In addition, the comments by parents support and affirm the work being done in the classroom. However, several comments allow for additional consideration as we strive for continuous improvement as a district.

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- I would like to see a report card quarterly that shows how my child is progressing academically, socially, and behaviorally. How do I know if my child is meeting the requirements of Portrait of a Graduate?
- Expectations of each grade
- I would like to know which topics they will be covering to best prepare them for the next year. It seems there were shortcomings and in this instance, the social studies teacher is scrambling to catch them up because a lot of stuff wasn't taught in the first part of the year
- How we can better prepare IEP students for real life things
- When students are in elementary school parents receive the MAPS scores 3 times a year. When students get to middle school we never see the scores again!!
- Nothing currently
- whatever teachers can give us at year end interview
- I'd like to know more about what we could work on over the summer as she progresses to prepare her for the next grade.
- I am excited to learn more about the Pathways Program and see how it evolves.
- At this point I don't have questions.
- I worry about each student's social and emotional needs. I believe student confidence is built by meeting these other needs, as well as their academic needs.
- I love what I learn by volunteering in the classrooms.
- I am fully informed
- Is he being challenged to think and work to get his good grades?
- I always get pretty good insight into what they are doing in class because I talk to my children about what they are learning.
- What's being done to push my GT kid to grow more and what's the communication look like from grade to grade around my child's IEP accommodations?

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- How does Mancos actually implement “individualized student learning plans?” Practically, speaking, how do assessment results impact a teacher’s lesson plans? I have never seen anything individualized for my students except my son’s 504 plan which I instigated and have been satisfied with. Do teachers actually change their approach for my individual students based on their assessment results? Individualized education is a great goal but I am just wondering how a public education system can truly individualize anything other than letting students choose their own electives, especially with how difficult it is to find good teachers willing to work for so little.
- I am aware
- I feel well informed weekly by my child’s teacher. It’s also easy to communicate with her.
- .
- Continue to keep us informed in what they are teaching and how she is doing in class and what she needs to be doing.
- Most of my students work in elementary seems to be worksheets which seems uninspired. My high school student has very little homework in any subject so I’m out of the loop about his academics outside of grades. I do periodically look at their grades online. There is quite a bit less parent engagement in the secondary schools. This may seem natural but I do think more teacher feedback to the parents would be helpful. That being said, Registrar did actively reach out to go over my high schoolers courseload for next year.
- N/a
- Additional info re: NWEA testing style would be nice
- I would like to have access to curriculum maps for each grade level.
- Yes I would like to know about my child’s educational program.

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The Mancos School District is in year one of evaluating the Mancos Strategic Plan with its embedded Objectives. Therefore, the 2021/22 school year is the baseline year for reports. As a result, most of the objective reports are reported as *approaching standard* providing an opportunity for growth for the school district for the next few years. Additionally, it is clear our parent community is largely satisfied with classroom instruction. The data showed a strong understanding of the classroom work and two-way communication between teachers and parents. Based on the feedback from staff on objectives 3A, 3B, and 4A, the administrative team is incorporating these topics in the 2022/23 professional development schedule. Furthermore, the data shows support among parents and staff in almost all facets of the Mancos educational program. However, since a thorough evaluation of MAPS data is not available at this time, the report has to be submitted at the approaching standard level.

*The school district objective report is approaching standard for **OBJECTIVE 4A: Teachers and students will utilize student assessment data to develop and implement individualized student learning plans. Mancos students will demonstrate mastery, or positive longitudinal growth, in reading and math by the end of 3rd grade. All teachers will encourage an interest and love of reading throughout a student's academic career.***