

## “PERSONAL SKILLS DEVELOPMENT”

TO: The Board of Directors  
FROM: Yvonne Walker, Superintendent  
RE: INTERNAL MONITORING REPORT –Personal Skills Development –Ends 2b

I hereby present my monitoring report on your Ends Policy 2b – “Personal Skills Development” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true.

Signed  Superintendent

Date: 2-15-22

### **BROADEST POLICY PROVISION:**

<i><b>Vision: We envision a compassionate and challenging school environment where students:</b></i> <ul style="list-style-type: none"><li>• <i><b>are valued as individuals;</b></i></li><li>• <i><b>stretched to achieve their full potential;</b></i></li><li>• <i><b>understand and contribute to the world they live in;</b></i></li><li>• <i><b>acquire the social skills to be successful in a complex and rapidly changing world;</b></i></li><li>• <i><b>are well nourished, safe and nurtured.</b></i></li></ul>	<b>In Compliance</b>
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SUPERINTENDENT’S INTERPRETATION: This vision statement is at the core of our work with students in the Manson School District. All school employees must recognize the individual needs that each student requires in order to be successful. Our system must enrich all children that come to our doors and challenge students to grow beyond the barriers that exist in each of their lives and leave our school system college and career ready.

<i><b>POLICY PROVISION 2B -a: “Students will be proficient in the application of current technology.”</b></i>	<b>In Compliance</b>
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SUPERINTENDENT’S INTERPRETATION: Manson students will utilize technology in every facet of their lives. The integration of technology and learning is becoming seamless and students are quick to see the advantages. Beyond teaching students how to use technology as a tool, our responsibility is to teach students how to disaggregate information effectively and assimilate information into a new usable product.

REPORT: Manson continues to integrate technology into coursework and learning. Students in fifth grade are now regularly using Canvas as a tool for storing and communicating with their teachers. The fourth grade staff and students are working closely with the fifth grade team to kick start this for next year. Students will be more prepared to engage in technology currently used at the middle and high school levels.

The following systems are in place:

- 1 to 1 devices (expansion to 2<sup>nd</sup> grade)
  - HS students assigned a brand new laptop for individual use
  - MS students assigned a brand new laptop for individual use
  - 2-5<sup>th</sup> grade students assigned a laptop for individual use
  - K-1<sup>st</sup> grade students assigned a tablet for individual use
- Expansion of computer science course offerings: level I, II, III

- Level II, III are taught in partnership with Microsoft employees via the TEALS Program.
- Robotics
  - Club is competing at the local level. Club currently has 5 members working closely with CWU engineering department.
  - 7 and 8<sup>th</sup> grade elective focused on coding and working with VEX Robotics
- Wildcat News
  - 5<sup>th</sup> grade students preparing and presenting weekly news videos for all students at Manson Elementary.
- Annual purchase of lap tops as a part of our replenishment cycle
- Tech courses offered in high school include Business Leadership, Annual Publication and Intro to Digital Media, Accounting, Computer Science I, II and III

<b><i>POLICY PROVISION 2B-b: Experience personal pursuits such as music, art, drama, sports or other;</i></b>	<b>In Compliance</b>
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SUPERINTENDENT’S INTERPRETATION: The district will lead students to pursue personal interests in art, music, drama, sports and other offerings. Manson School District provides students a wide variety of choices both during and after the school day.

REPORT: Throughout the school system, students are exposed to possible interest areas as part of the scope and sequence of instruction. Manson School District programs recognize and nurture individual strengths and interests.

These would include:

- Enrichment/Afters - Programs are up and running for the 21-22 school year after two years off for the pandemic.
- Band, jazz band MS/HS
- Elementary music program – performance scheduled for the spring
- Elementary art studio – celebrating both visual and performing arts with alignment to broader content across their curriculum.
- Photography, pottery, painting, metal sculpture
- Community Art show participation – artwork on display during Apple Blossom Festival
- Sports – Football, Cross Country, Girls and Boys Soccer, Volleyball, Girls and Boys Basketball, Softball, Baseball, Track, Tennis, Wrestling.
  - Addition of Wrestling was a success with 13 athletes in the first year.
- Cross Training elective HS Health and Fitness Courses

<b><i>POLICY PROVISION 2B-c: Gain knowledge of other cultures and learn to communicate, read and write in a second language;</i></b>	<b>In Progress</b>
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SUPERINTENDENT’S INTERPRETATION: Cultural competency is defined as “A competency based on the premise of respect for individuals and cultural differences, and an implementation of a trust-promoting method of inquiry.” In our diverse community and country it is critical that students be taught these traits. Students need the coursework (classroom or online), sequence of courses, and scheduling to learn a second language.

REPORT: We continue to work towards providing more support for teachers to better teach Spanish speaking students content in English.



- ELD (English Language Development) committee resumed work in the spring of 20-21. The goal is to develop the strongest bi-literacy program for Manson given its unique needs and size.
  - Full staff PD day dedicated to the needs of our multilingual learners on March 11, 2022
  - Supporting students in STAMP testing – 13 8<sup>th</sup> grade students earned HS credit for a foreign language with three students earning 4 years of HS credit.
  - Bi-literacy training for administrators through WIDA
- Working with Rural Alliance to secure funding for additional staff training in proven multi-lingual strategies.
- We continue to add qualified bilingual and/or bicultural employees whenever possible
  - 1.0 bilingual teacher hired at Manson Middle School
- We have two bilingual Para educators that are continuing their educational efforts to complete teacher preparation programs. We are encouraging and supporting their work.
  - We continue to be a grant partner with ARBG (Alternative Route Block Grant) and are working with two additional staff members who are interested in joining.
- November 12<sup>th</sup> professional development was centered on Cultural Competency for certificated staff.

Improvement in our EL instruction is evident with more students exiting from the transitional bilingual program in the past year than in previous several years.

- We have added additional supports for EL students in the MS and HS.
- Intentional scheduling of students with ESL endorsed teachers at MS/HS
- Two paras at the elementary with sole focus on EL support.

Acquisition of a second language by native English speakers is occurring via Spanish and French classes at the High School.

- Spanish I, Spanish II, and Spanish III are all currently offered.
- French I, French II currently offered at HS

In addition to this work Manson has:

- Hallway displays that celebrate both the Spanish & English language
- Bilingual materials added to both elementary & secondary libraries annually
- Manson provided citizenship course for local parents or grandparents of current Manson students
- Music Departments incorporate multicultural selections for student performances
- Specific courses that deal with world cultures and history are: Social Studies, United States History and Contemporary World Problems, World History and a CWU Humanities course
- Continued partnership with CVCH bringing a bilingual mental health counselor part time

<b><i>POLICY PROVISION 2B-d: Understand the importance of work and finance and how performance, effort and decisions directly affect future career and educational opportunities;</i></b>	<b>In Compliance</b>
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SUPERINTENDENT’S INTERPRETATION: Students learn these attributes first in the classroom and home. As they grow we then introduce community, regional and state experiences designed to bring context and relevance to their continuing education. Our High School and Beyond Plan prepares students not only for post-secondary education/training but for

success in life. Manson's plan is now being utilized as a model for other small rural school districts.

REPORT: Manson has developed a very strong college and career readiness program. The master schedule has been adjusted to allow students to engage in this work through a year-long credited advisory period. We have a post-secondary coordinator who works with our staff and students to provide guidance and support to students with the goal of all graduates attending post graduate college or training. With the ending of the Gear-Up program, we have added an additional part-time para educator to work in the post-secondary department to help with travel to internships. These two staff members arrange countless college visitors, campus visits, and work with our leadership class teachers in assisting students with college/apprenticeship applications. The District has a goal for every high school student to complete an internship every year of HS.

Started in 2019, we continue to utilize the Dave Ramsey Financial Literacy curriculum to educate students on financial literacy. It covers topics like: insurance, student loans, credit cards, debt, investing and the power of compound interest/time.

<b><i>POLICY PROVISION 2B-e: Think analytically, logically and creatively, and integrate experiences and knowledge to form reasoned judgments and solve problems (critical thinking);</i></b>	<b>In Compliance</b>
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SUPERINTENDENT'S INTERPRETATION: At the core of student learning is the ability to think. Our educational system (locally, statewide, and nationally) is transitioning from a content/fact based curriculum to a skill/experienced based system in which students apply what they know (and or research) to problems and form new understandings. Thinking critically about content/sources is becoming a "must have" skill in this age of instant information.

REPORT: Student learning and teacher instruction is changing in our schools.

- Students are consistently challenged in classes and courses to use higher level thinking skills (critical thinking including analysis, integration, forming judgments based on evidence).
  - Students are challenged in their math classes to demonstrate how they arrive at an answer. Showing their thought process and problem solving skills is an important part of determining a correct response.
  - GLAD strategies are in use in most elementary classrooms. They are designed to develop metacognitive skills while utilizing academic language and literacy
  - At the Elementary School each grade level is engaging in a minimum of one comprehensive cross-content project focused on the key tenants of PBL (project based learning). PBL is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.
  - At the Middle School teachers place students in teams with specific rotating roles that require collaboration and problem solving. –Modified with social distancing
- In social studies instruction at the high school students get to choose high interest topics in CWP/US History courses to share with other students
  - They are required to share both "pro" and "con" positions of their topic (for example: gun control)



- When they present their topics other students challenge their positions and understanding of the topics in a respectful manner
  - Intentional teaching of respectful discourse
- Directed studies courses offered 9-12 are an individual or small group learning experience where students select a topic and then engage in an in-depth study of a topic.

<b><i>POLICY PROVISION 2b-f: Participate in non-school community activities that reflect their understanding of citizenship.</i></b>	<b>In Compliance</b>
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SUPERINTENDENT’S INTERPRETATION: Students are encouraged to participate in a number of community service opportunities beginning in the elementary school and culminating in our junior/senior level leadership course. Students are gaining an appreciation for their community as they leave our school system as evidenced by graduating students in their senior presentations.

REPORT: ~~This year has presented many challenges in reaching our goal. Manson plans to continue with the robust community connections from previous years and is actively looking for ways to enrich this work during the pandemic.~~ We are up and running full speed ahead this year. ~~(I left the crossed out information so you can see the dramatic difference.)~~ This is an area of strength and a source of pride for both our school and community. Manson students are regularly called upon to help in their community. Manson High School requires students to perform community service as a part of their leadership and high school and beyond plan requirements.

- MS and HS students are regular attendees at local civic group meetings and are required to attend an amount of hours of public meetings
- HS student participation in community wide recognition/celebrations (Veteran’s Day, Winterfest, Apple Blossom) has been received well by community members
- Students are assisting with community offerings like the citizenship and ESL courses
- Leadership projects integrate students into community i.e.; Chamber of Commerce activities, local business assistance, food drives, Christmas baskets, highway cleanups, public library assistance, graffiti cleanups, community fund raisers, blood drives, senior projects
- Each class at the high school was able to earn \$1200 to put in their ASB account after working at the Haunted Manson event in October as Zombies and in the haunted house.

*Revised: 02-11-22*