



Manitou Park Elementary

Mission:

Our Manitou family works together to help each other socially, emotionally, and academically to become confident, successful, community members.

Vision: We will do this by-

- Teaching the Whole Child through various modes and creative opportunities
- Cultivating and maintaining relationships with families and community
- Caring for the Whole Educator by working as a team, building relationships, and supporting one another.
- Promoting an academically rigorous learning community through professional development, data cycles and common core standards

Common Agreements:

- Meet weekly for professional learning communities (PLCs) to address what we want students to learn, how we will know they have learned it, what we will do if they have not learned it and how to extend the learning once they have learned it.
 - Teams will designate a time weekly to share and explain committee minutes, this might be in or outside of PLC time.
- Increase commitment to equity using the Culturally Responsive Education Expectations District-wide (CREED), specifically highlighting the following:
 - Consultant work to further our understanding of Building Relational Capacity with students and families
 - Make strides toward becoming a Partnership School through weekly family communication, ensuring translator availability, and partnering with families and community agencies to increase student achievement
 - Clear instructional routines & assessments via rubrics, learning targets & success criteria and utilizing the same curriculums for ELA, Math, Reading & SEL
 - Increase math achievement through math word walls and number sense routines
 - Engaging students in partnering in their own learning via talking routines, goal setting and a functioning ASB
- Commit to daily MTSS times for students in each academic subject where students receive supports at their academic level without missing core instruction.
- Ensure that *all* students (Above, on or below level) receive small group instruction at their level in both reading and math.
- Early intervention for the students who need it most, beginning the third week of school.
- Plan and teach classroom lessons that incorporate the Problem-Solving component of the Digital Aged Literacies.
- We will teach social emotional skills with equal rigor as academics through a multi-tiered system of support (MTSS) approach.
 - Utilize CHAMPS building wide to support our PBIS model
 - Support students with this shift by starting the year with high support and increased adult modeling of expectations

- o Utilize Getting Along Together as our Tier 1 social emotional curriculum
- o Teach self-regulation strategies (Zones of Regulation) and Digital Wellbeing (Digital Aged Literacies) during after lunch SEL groups
- o Identify, explicitly teach, and monitor the effectiveness of teaching essential academic and social behaviors for Tier 2 and 3 students
 - Monitor effectiveness of strategies & interventions by utilizing our Behavior Support App
- o Ensure our guidelines for success are clear and not subjective by utilizing *Kind* in our tier 1 language instead of *respectful*.

New Bulldog Commitment:

I am a Mani+OU Park BULLDOG.
I am RESPONSIBLE FOR my words and actions.
I am KIND to myself and others.
I am SAFE at all times.
I work hard, I think big, and I show empathy.
I am a Mani+OU Park BULLDOG.