

Manila Middle School School Improvement Plan 2019-2020

Vision:

Preparing to be Magnificent and Marvelous Students (MMS)

Values:

Manila Middle School Core Values and Beliefs:

Look for the Best in Others

Dream Big

Choose Positive Influence

Speak with Kindness

Start Your Own Chain Reaction

Mission:

Manila Middle School Mission Statement:

Achieving in Academics

Believing in Oneself

Committing to Community Service
 Preparing to be Magnificent and Marvelous

Goals:

- Manila Middle School will increase student achievement through parent and community involvement.

Performance Measure(s)

Performance Indicator: Percentage of parents involved in parent teacher conference.		
Data Source: Sign-In Sheets	Baseline Year: 2018	Baseline: 0.4
Target Date: 2019	Target: 0.5	Actual: 0.895
Target Date: 2020	Target: 0.6	Actual:
Target Date:	Target:	Actual:

- Manila Middle School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on annual student screening and increasing collaboration between members of the school community in support of positive lifestyle choices.

Performance Measure(s)

Performance Indicator: BMI percentages will decrease yearly.		
Data Source: BMI Scores	Baseline Year: 2017	Baseline: 42.2
Target Date: 2018	BMI	Actual: 0.481

- Manila Middle School will provide teachers with professional development to support sound instruction, classroom management, college and career readiness.

Performance Measure(s)

Performance Indicator: Students will meet or exceed growth and achievement on ACT Aspire Testing.		
Data Source: ACT Aspire School Index	Baseline Year: 2017	Baseline: 0.7717
Target Date: 2018	Target: 75	Actual: 77.44
Target Date: 2019	Target: 80	Actual:

- Manila Middle School will support staff and "all" students in their efforts to improve literacy skills across the integrated curriculum.

Performance Measure(s) (SEE LITERACY PLAN BELOW)

Performance Indicator: Percentage of students meeting or exceeding ELA achievement targets.		
Data Source: ACT ASPIRE	Baseline Year: 2016	Baseline: 54.7
Target Date: 2017	Target: 0.6	Actual: 0.6472
Target Date: 2018	Target: 0.65	Actual: 0.7
Target Date: 2019	Target: 70	Actual:
Target Date: 2020	Target: 75	Actual:

Performance Indicator: Percentage of students meeting or exceeding growth targets in ELA.		
Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 0.8245
Target Date: 2018	Target: 0.85	Actual: 0.8245
Target Date: 2019	Target: 0.9	Actual:

- Manila Middle School's goal is to support the staff and "all" students to improve multi-step and open response problems in math and to improve higher order level thinking skills necessary for math across the curriculum and in real life situations.

Performance Measure(s)

Performance Indicator: Number of students meeting or exceeding achievement/growth measure in Math.		
Data Source: ACT Aspire	Baseline Year: 2016	Baseline: 0.5839
Target Date: 2017	Target: 60	Actual: 0.6822

Target Date: 2018	Target: 65	Actual: 0.804
Target Date: 2021	Target: 70	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

AdvancED Accreditation Report

ESSA School Reports

SHI Data

APNA Data

ACT Aspire Summative Data

ACT Aspire Interim Data

Moby Max

Classroom Assessment Data

Stakeholders Input and Feedback (Surveys)

Student Outcome Data:

ACT Aspire Data for 2016

ELA- All students 54.70% ready or exceeding, ELA TAGG group 39.89%.

Math- All students 58.39% ready or exceeding, Math TAGG group 45.74%.

ACT Aspire Data for 2017

ELA- All students 64.73% ready or exceeding, ELA TAGG group 52.72%.

Math- All students 58.22% ready or exceeding, Math TAGG group 46.74%.

2017 Weighted Achievement Score Details for All Students

Performance Level and Multiplier ELA - Students Math - Students Total Points ELA + Math - Students

In Need of Support (0) 53 41 0 94

Close (0.5) 50 81 65.5 131

Ready (1.0) 56 100 156 156

Exceeds (1.0 or 1.25*) 133 70 230.25 203

Totals 451.75 584

Weighted Performance Points Earned = $(451.75 / 584) * 100 = 77.35$

2018 Weighted Achievement Score Details for All Students

Performance Level and Multiplier ELA - Students Math - Students Total Points ELA + Math - Students

In Need of Support (0) 72 34 0 106

Close (0.5) 72 91 81.5 163

Ready (1.0) 86 104 190 190

Exceeds (1.0 or 1.25*) 94 96 211 190

Totals 482.5 649

Weighted Performance Points Earned = $(482.5 / 649) * 100 = 74.35$

Overall ESSA Index Score 2018 77.44

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Selected Indicators:

Align classroom observations with evaluation criteria and professional development

IF02

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)

IF06

Teachers are required to make individual professional development plans based on classroom observations. (70)

IF11

The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (3984)

Assess student learning frequently with standards-based assessments

IID02

The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)

Engage teachers in assessing and monitoring student mastery

IIB05

All teachers re-teach based on post-test results. (95)

Ensure High Quality Staff - Recruitment, Evaluation, and Retention

II01

The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement. (3982)

Establish a team structure with specific duties and time for instructional planning

ID01

A team structure is officially incorporated into the school governance policy. (36)

ID02

All teams have written statements of purpose and by-laws for their operation. (37)

ID04

All teams prepare agendas for their meetings. (39)

ID07

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

ID08

The Leadership Team serves as a conduit of communication to the faculty and staff. (43)

ID11

Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)

Expanded time for student learning and teacher collaboration

IH01

The school monitors progress of the extended learning time programs and other strategies related to school improvement. (3981)

Expect and monitor sound instruction in a variety of modes

IIIA01

All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

IIIA07

All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

Explain and communicate the purpose and practices of the school community

FE04

The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)

Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE05

The principal participates actively with the school's teams. (56)

Help parents to help their children meet standards

IG02

The student report card shows the student's progress in meeting learning standards. (86)

Make decisions to assist students based on data

HS03

The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports. (5514)

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Provide a tiered system of instructional and behavioral supports and interventions

IIID02 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5194)

Provide two-way, school-home communication linked to learning

FE05 The “ongoing conversation” between school personnel and parents (families) is candid, supportive, and flows in both directions.(5499)

Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students’ social/emotional competency

SE03 All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5544)

ACT 83 SCHOOL LITERACY PLAN FOR 2019-2020

Manila Middle School participates in the R.I.S.E. reading initiative and is in the process of training all staff in the science of reading. The middle school has set a literacy goal of increasing reading proficiency by 5% as demonstrated on the ACT Aspire. Teachers in all subject areas will address reading deficits by multi-syllable reviews and the implementation of close reading strategies and annotation and Moby Max web-based learning. Students in all core classes will be progress monitored through Dibels, STAR, ACT Interim and classroom assessments. A reading intervention/enrichment class will be offered for all students in the fifth and sixth grade and 7th and 8th grade students who are targeted as at risk in reading. Intervention supports will include 95% Group Reading Aligned to State Standards curriculum and Vocabulary Surge curriculum. Students at Manila Middle School may also be referred for dyslexia testing and services through the Take Flight or Barton Program.