

Manila High School 2019-2020

School Improvement Plan

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Mission:

The mission of Manila High School, in partnership with parents and the community, is to create empowered learners in an atmosphere of mutual respect and trust. As educators, our goal is to provide a safe, healthy, and positive learning environment and to create lifelong learners. Every student will be inspired and challenged to learn, grow, and accomplish their personal, academic, social, and vocational goals.

Goals:

- Implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Performance Measure(s)

Performance Indicator: Students will improve BMI scores		
Data Source: School BMI Report	Baseline Year: 2018	Baseline:
Target Date:	Target: 60%	Actual: 55%

- Improve literacy comprehension, vocabulary development, critical thinking, and writing skills across the integrated curriculum. **(SEE LITERACY PLAN BELOW)**

Performance Measure(s)

Performance Indicator: Students will meet or exceed growth and achievement measures in ELA		
Data Source: ACT Aspire School Index Report Weighted Achievement Score	Baseline Year: 2018	Baseline: 53%
Target Date: Spring 2020	Target: 58%	Actual

- Improve parental and community involvement that in turn will help increase student success.

Performance Measure(s)

Performance Indicator: Improve parent and community engagement which will in turn improve student achievement.		
Data Source: Participation through committees, surveys, & activities. Increase in school SQSS and growth scores.	Baseline Year: 2018	Baseline: 53%
Target Date: 2020	Target: 57%	Actual:

- Improve student performance in mathematics

Performance Measure(s)

Performance Indicator: Students will meet or exceed growth expectations in math		
Data Source: ACT Aspire Weighted Achievement Score	Baseline Year: 2018	Baseline: 53%
Target Date: 2020	Target: 57%	Actual:

- Provide the staff with professional development based on the needs of both the students and staff and tied directly to student improvement.

Performance Measure(s)

Performance Indicator: Students performance will meet or exceed achievement/growth in ELA, Math, and Science, and all areas of college and career readiness		
Data Source: ACT Aspire School Index Growth	Baseline Year: 2018	Baseline: 81
Target Date: 2020	Target: 83%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

ACT Aspire Interim data
ACT Aspire Summative data
ESEA School Reports
Classroom Data
Stakeholder feedback
Student surveys
Accuplacer
Career inventory
ASVAB

Student Outcome Data:

2018 ESSA

ACT Aspire School Index Weighted Achievement 53.15%
ACT Aspire School Index Growth Score 80.69%
ACT Aspire School Index SQSS Score 54.99%
ACT Aspire 4 year graduation rate 98.8%
ACT Aspire 5 year graduation rate 97.75%

2017 ESEA

ACT Aspire School Index Weighted Achievement 55.17%
ACT Aspire School Index Growth Score 81.29%
ACT Aspire School Index SQSS Score 53.54%
ACT Aspire 4 year graduation rate 94.44%
ACT Aspire 5 year graduation rate 94.25%

2016 ESEA

ELA All Students 43.45%
Math All Students 26.39%
Graduation Rate 96.47%

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

The following indicators were assessed, planned, and objectives fully met:

IE05, ID11, IIA01, ID08, HS04, IIIA01, IF02, IID02, IIO1, IH01, IF11, IF06, ID07, ID04, ID01

The following indicators were assessed, planned, but all actions have not been completed:

IIA07, IE13, IIB01

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)
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)
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)
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Assist students with transitions

HS13	The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).(55)
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Educate parents to support their children's learning and teachers to work with parents

FE08	Professional development programs for teachers include assistance in working effectively with families.(5502)
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Engage teachers in aligning instruction with standards and benchmarks

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)
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Engage teachers in differentiating and aligning learning activities

IIC02	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(97)
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Ensure content mastery and graduation

HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)
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Ensure High Quality Staff - Recruitment, Evaluation, and Retention

IIO1	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)
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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)
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- 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)
- ID12 Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)

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 homework practices and communication with parents

- IIIB01 All teachers maintain a file of communication with parents.(150)

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)

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)
- IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

Make decisions to assist students based on data

- HS01 The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, student careers) using a longitudinal data system.(5512)

Prepare students for post-secondary options

- HS07 The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)

ACT 83 SCHOOL LITERACY PLAN FOR 2019-2020

Manila High 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 high 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 implementing close reading strategies and annotation. Students in all core classes will be progress monitored through interim and classroom assessments. A reading intervention/enrichment class will be offered for a target group of students scoring "In Needs of Support" in reading on the ACT

Aspire. Intervention supports for this class will be offered through 95% Group Reading Aligned to State Standards curriculum and Vocabulary Surge curriculum. Students at Manila High School may also be referred for dyslexia testing and services through the Take Flight or Barton Program.