

Manila Elementary

School Improvement Plan 2018-2019

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Manila Elementary School

Vision:

Manila Elementary Vision Statement

We are the Manila Lions.

Learning is our never-ending standard.

Learning

Is

Our

Never-ending

Standard

Values:

Manila Elementary School seeks a strong partnership with all parents and community. We accept the diverse needs of all students and their individual achievements. We work to enhance intrinsic motivation and personal responsibility within each student. This is all in effort to create life-long learners and productive members of society by helping them reach their fullest potential.

Mission:

Manila Elementary Mission Statement

P- Partnership with parents and community.

A- Accept the diverse needs of all students and individual achievements.

W- Work to enhance intrinsic motivation and personal responsibility.

S - Strive to become life-long learners and productive members of society by helping them reach their fullest potential.

Goals:

- Literacy
Goal: To improve reading and writing skills across the integrated curriculum.

Performance Measure(s)

Performance Indicator: The number of students meeting/exceeding achievement/growth measures in ELA.		
Data Source: ACT Aspire Weighted Achievement Score	Baseline Year: 2018	Baseline:
Target Date: 2018	Target: 70%	Actual: 65%

- Math Goal: To improve math skills and application.

Performance Measure(s)

Performance Indicator: The number of students meeting/exceeding achievement/growth measures in math.		
Data Source: ACT Aspire Weighted Achievement Score	Baseline Year: 2018	Baseline:
Target Date: 2018	Target: 70%	Actual: 65%

- Parental Involvement Goal: To improve parental and community engagement that in turn will increase student success in school.

Performance Measure(s)

Performance Indicator: The number of parents/community actively engaged in school and the school improvement process as indicated by committee participation and school initiatives		
Data Source: Sign-Ins, Surveys, Committee Participation, SQSS Score	Baseline Year: 2018	Baseline:
Target Date: 2018	Target: 70%	Actual: 63%

- Professional Development Goal: With the support of the district, provide staff with professional development based on the needs of both the students and staff and tied directly to other school improvement goals.

Performance Measure(s)

Performance Indicator: The number of students (in all subgroups) meeting/exceeding achievement, growth, and engagement measures.
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Data Source: ACT Aspire Weighted Achievement Score, Growth Score and SQSS Score	Baseline Year: 2018	Baseline:
Target Date:	Target: 85%	Actual: 83%

- Wellness Goal: To provide support for students in making active lifestyle choices by implementing systems to aid in maintaining a healthy BMI.

Performance Measure(s)

Performance Indicator: The number of students with an overweight/obese BMI will decrease and the number of students with a healthy BMI will increase.		
Data Source: Student BMI Reports	Baseline Year: 2018	Baseline:
Target Date:	Target: 65% healthy weight	Actual: 62% healthy weight

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

- AdvancEd Accreditation Report
- ESSA School Index Reports
- SHI Data
- APNA Data
- School BMI data
- ACT Aspire Summative Data
- ACT Aspire Interim Data
- Moby Max, Star, Dibels
- Classroom Data
- Stakeholder Input & Feedback
- Both the district leadership team and school leadership teams meet on a regular basis to look at the data and make decisions according to the assessed need

Student Outcome Data:

2016 ESEA Data....The number of students meeting or exceeding benchmark

45.51% ELA

48.08% Math

2017 ESEA Data...The number of students meeting or exceeding benchmark

46.59% ELA

56.82% Math

2017 ESSA School Index

Overall ESSA Index Score 72.54%

Weighted Achievement Score 65.55%

Growth Score 82.87%

SQSS Score 54.43%

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

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

IA03, IA10, IA15, IC02, IC05, IC07, ID01

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)
IF10	The principal plans opportunities for teachers to share their strengths with other teachers.(74)
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)
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)
IID09	Instructional Teams use student learning data to plan instruction.(107)
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)

Educate parents to support their children's learning and teachers to work with parents

FE11	The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.(5505)
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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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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)
- 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)
- ID10 The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)

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)
- IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)

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)

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

- FE06 The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)