

Manila High School

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.

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:
Target Date:	Target: 60%	Actual: 55%

- 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:
Target Date: 2018	Target: 60%	Actual: 54%

- 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:
Target Date:	Target: 60%	Actual: 55%

- 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:
Target Date: 2018	Target: 85%	Actual: 81%

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

Student Outcome Data:

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)

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).(5523)

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)

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)

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)

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)

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)

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.(64)

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, students in 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)