

## Manila Middle School

### School Improvement Plan 2018-2019

TO ACCESS A DETAILED AND ONGOING COMPREHENSIVE SCHOOL IMPROVEMENT REPORT, GO TO:

[www.indistar.org](http://www.indistar.org) Login guestsAR1739 Password guestsAR1739

#### Manila Middle School

##### Vision:

Preparing to be **Magnificent and Marvelous Students**

##### 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)**

<b>Performance Indicator: Percentage of parents involved in parent teacher conference.</b>		
<b>Data Source: Sign-In Sheets</b>	<b>Baseline Year: 2018</b>	<b>Baseline: 40%</b>
<b>Target Date: 2019</b>	<b>Target: 50%</b>	<b>Actual:</b>
<b>Target Date: 2020</b>	<b>Target: 60%</b>	<b>Actual:</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>

- **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)**

<b>Performance Indicator: BMI percentages will decrease yearly.</b>		
<b>Data Source: BMI Scores</b>	<b>Baseline Year: 2017</b>	<b>Baseline: 42.2%</b>
<b>Target Date: 2018</b>	<b>Target:</b>	<b>Actual:</b>

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

**Performance Measure(s)**

<b>Performance Indicator: Students will meet or exceed growth and achievement on ACT Aspire Testing.</b>		
<b>Data Source: ACT Aspire School Index</b>	<b>Baseline Year: 2017</b>	<b>Baseline: 77%</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>

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

Performance Measure(s)

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: 60%	Actual: 64.72 %
Target Date: 2019	Target: 65%	Actual:
Target Date: 2020	Target: 70%	Actual:
Target Date: 2021	Target: 75%	Actual:

Performance Indicator: Percentage of students meeting or exceeding growth targets in ELA.		
Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 82%
Target Date: 2018	Target: 85%	Actual:
Target Date: 2019	Target: 90%	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: 58%
Target Date: 2017	Target: 60%	Actual: 58.22%
Target Date: 2018	Target: 65%	Actual:
Target Date: 2021	Target: 70%	Actual:

**Data Review:**

Needs Assessments, Accreditation Reports, Similar Feedback:

## 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%.

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

#### Selected Indicators:

IF02 , IF06 , IF11 , IID02 , IIB05 , II01 , ID01 , ID02 , ID04 , ID07 , ID08 , ID11, IH01, IIIA01 ,IIIA07, FE04, IE05 ,IG02, HS03

### 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)**