

Manheim Township High School

School Level Plan

07/01/2018 - 06/30/2022

School Profile

Demographics

Manheim Twp HS

PO Box 5134
Lancaster, PA 17606
(717)560-3097

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: No
Principal: Dave Rilatt
Superintendent: Robin Felty

Stakeholder Involvement

Name	Role
John Loose	Administrator : Schoolwide Plan
Deborah Niemi	Administrator : Schoolwide Plan
Daniel Weber	Administrator : Schoolwide Plan
David Rilatt	Building Principal : Schoolwide Plan
Olaniyi Oluleye	Community Representative : Schoolwide Plan
Linden Bates	Ed Specialist - School Counselor
Matt Johns	Ed Specialist - Social Restoration : Schoolwide Plan
David Bear	High School Teacher - Regular Education : Schoolwide Plan
Steve Brenner	High School Teacher - Regular Education : Schoolwide Plan
Sarah Davis	High School Teacher - Regular Education : Schoolwide Plan
Rachelle Impink	High School Teacher - Regular Education : Schoolwide Plan
Wayne Kantz	High School Teacher - Regular Education : Schoolwide Plan
Lisa Lyons	High School Teacher - Regular Education : Schoolwide Plan
Doug Mast	High School Teacher - Regular Education : Schoolwide Plan

Allison Noecker	High School Teacher - Regular Education : Schoolwide Plan
Richard Nolt	High School Teacher - Regular Education
William Sassaman	High School Teacher - Regular Education : Schoolwide Plan
William Sassaman	High School Teacher - Regular Education : Schoolwide Plan
Charlene Smith	High School Teacher - Regular Education : Schoolwide Plan
Virginia Wilson	High School Teacher - Regular Education : Schoolwide Plan
Wade Jacoby	High School Teacher - Special Education : Schoolwide Plan
Monique Acosta	Parent : Schoolwide Plan

Needs Assessment

School Accomplishments

Accomplishment #1:

Standardized Testing - A review of MTHS student performance on standardized testing indicates strong performance and growth on Keystone Exams as well as AP, SAT, and ACT Tests. The High School demonstrated "Significant evidence that the School exceeded the standard for PA Academic Growth in all testing areas."

- a. 73% of our students scored proficient or advanced on the Biology Keystone Exam.
- b. 74% of our students scored proficient or advanced on the Literature Keystone Exam
- c. Achievement on AP, SAT and ACT are all above the national average.

Accomplishment #2:

Student curricular and extra curricular offerings - A review of our High School's Curricular and extracurricular offerings indicates a comprehensive list of advanced course offerings, programs and extracurriculars.

24 honors level course offerings

21 Advanced Placement course offerings

26 International Baccalaureate course offerings

IB Diploma Programme

Student Transitional Education Program (STEP)

MT Cyberschool

MT Blended (Cyber Offerings/Brick and Mortar Courses)

59 Athletic Teams

56 Clubs and Organizations

Accomplishment #3:

Student Attendance/Diversity/Perceptions - A review of our high school attendance rate indicates strong student attendance. Our students feel a strong sense of belonging within our school community. Our students understand that strong attendance will increase their rate of success.

Strong Attendance Rate

- 95.41% of our students attend school daily (2016/2017)

Majority of students 9th and 11th graders served feel safe while in school

-93% of students surveyed feel safe inside the classroom

-91% of students surveyed feel safe outside of the classroom

Continued growth as diversity increases and economically disadvantaged population increases.

-32.47% of our students are minority (2016/2017)

-28% of our students are economically disadvantaged (2016/2017)

School Concerns

Concern #1:

Standardized Testing - A review of student performance on standardized tests indicates concerns in the Algebra 1 and Literature Keystone Exams.

- a. 11% of Algebra 1 students who take the Keystone Exam in high school are within 3 points of scoring proficient on the Keystone Exam.
- b. 13% of Literature students are within 3 points of scoring proficient on the Keystone Exam.
- c. A statistically significant gap exists between the number of students scoring advanced on the Biology and Literature Keystone Exams. This is of concern because it is the same group of students taking both exams.

Concern #2:

Programming for Students - Students surveyed in 9th and 11th grade indicate concerns related to post-secondary career preparation and engagement during the school day. A review of students attending CTC shows a low percentage of attendees and applicants when compared to the size of our school.

- a. 25% of students feel they are not being prepared for post-HS careers
- b. Lack of academic “pathways” for future plans
- c. 62% of students feel school is boring

- d. Need more programming options for non-traditional students
- e. Low percentage of students going to CTC and decreasing application rates
- f. Ability of students to complete requirements necessary (MTHS Graduation) prior to attending CTC Junior and Senior years.

Concern #3:

Student (Wellbeing/Safety) - Students surveyed in 9th and 11th grade indicate concerns in the area of wellbeing and safety. A review of SAP Referral Data shows an increasing number of Student Risk Assessments for Controlled Substance Violations & Violent Acts. (SB Policy 227 and 218.4)

1. Of the 9th and 11th grade students surveyed, 32% feel that they have been bullied or harassed by other students
2. SAP Referrals Data
 - i. There were 118 Student Assistance Program(SAP) referrals made in the 2016-2017 school year. Twenty-eight of those were identified as being specifically for mental health concerns.
 - ii. There have been 100 SAP referrals made through the third marking period of the 2017-2018 school year. Forty-three of these were identified as being specifically for mental health concerns.
3. Alcohol and Controlled Substance Violations 227/218.4
 1. From 2015-2018 13 students have been involved in alcohol related violations on campus or during school related functions.
 2. From 2015-2018 32 students have been in possession of a controlled substance on campus or during school related functions.
4. Acts of Violence
 1. From 2015-2018 17 students have committed an assault on school grounds.
 2. From 2015-2018 47 students have been involved in fighting on school grounds.
5. Risk Assessments completions
 1. There were 94 Risk Assessments performed by district school psychologists and school counselors in 2016-2017 (the first year that collection of data was recorded), 29 of these were performed at the high school.
 2. To date, in the 2017-2018 school year, 63 Risk Assessments have been reported as being performed. The high school is reporting performing 26 Assessments through the third marking period.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

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Systemic Challenge #2 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

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Systemic Challenge #3 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

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Systemic Challenge #4 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

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Systemic Challenge #5 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

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Systemic Challenge #6 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

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School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Standardized tests, failure rates, graduation rates, and CTC entrance rates

Specific Targets: Standardized test scores increase, failure rates decline, graduation rates increase, and CTC entrance rates increase

Strategies:

Formative Assessment

Description:

Formative assessment is any assessment task designed to promote students' learning. These tasks give both teachers and students feedback, so that teaching and learning activities can be altered according to the results. Formative assessment is different from summative assessment, the goal of which is to measure mastery. (Sources: [Formative Assessment Using the U-P-S Strategy](#) , [Guiding Instruction through CFAs](#) , [Strategies for Formative Assessment](#) , [Tools for Formative Assessment](#) , [Five "Key Strategies" for Effective Formative Assessment](#))

SAS Alignment: Assessment

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

SAS: Curriculum

Description:

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

SAS Alignment: Curriculum Framework

SAS: Instruction

Description:

SAS: Instruction provides educators with resources focused on teacher effectiveness and Student Learning Objectives (SLOs). (Sources: [SAS: Instruction](#))

SAS Alignment: Instruction

Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Assessment

Implementation Steps:

Tiered Courses, Supplemental Programs, and Remediation

Description:

Monitor, support, and adapt tiered courses, supplemental programs, and remediation courses (ie: Pre-Algebra, Algebra I A & B, Survey of Math)

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Formative Assessment
- Professional Development
- SAS: Curriculum
- SAS: Instruction
- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

PD Implementing Integrated Curriculum and Teaching Retention Strategies

Description:

Professional development for staff involving and implementing integrated curriculum and teaching retention strategies (ie: Identify Students in need of supports)

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Development
- SAS: Instruction

Common Assessments/Materials

Description:

Establish curriculum review strategies for courses
(ie: Common Assessments/Materials)

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment
- SAS: Curriculum
- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

Goal #2: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Annual

Data Source: Student surveys regarding post secondary career prep and engagement during the school day. CTC application and attendance rate.

Specific Targets: Increase student satisfaction regarding post secondary career prep and engagement during the school day. Student CTC applications increase.

Strategies:*Career and Technical Education Programs***Description:**

Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people

to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers. (Sources: [Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career](#) , [How Career and Technical Education Can Help Students Be College and Career Ready: A Primer](#))

SAS Alignment: Instruction, Materials & Resources

Pennsylvania Career Education and Work Standards Toolkit

Description:

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Sources: [PA Career Standards](#))

SAS Alignment: Materials & Resources

Implementation Steps:

Research and Identify Programs

Description:

Research and identify pathways/programs that will further enhance students' abilities to identify and pursue post secondary opportunities (ie: Programing for 9th and 10th graders similar to that of CTC and HACC)

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Career and Technical Education Programs
- Pennsylvania Career Education and Work Standards Toolkit

Increase Awareness of Programs and Post-Secondary Opportunities

Description:

Increase awareness of programs and post-secondary opportunities for both staff and students (ie: Staff visits to CTC, Stevens, HACC, local businesses, evaluation of when programs are introduced, etc.)

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Career and Technical Education Programs
- Pennsylvania Career Education and Work Standards Toolkit

Career Readiness Standards Implementation

Description:

Implement Career Readiness standards into core curriculum and through school counselor support

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Career and Technical Education Programs
- Pennsylvania Career Education and Work Standards Toolkit

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Student surveys, SAP Referral Data

Specific Targets: Student surveys will indicate a decreasing concerns in area of well-being and safety. SAP referrals will show a decrease in students who have mental health and substance abuse concerns. A decrease in the percent of students surveyed feel that they have been bullied or harassed by other students.

Strategies:

SAS: Safe and Supportive Schools

Description:

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. (Sources: [SAS: Safe and Supportive Schools](#))

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Support Programs

Description:

Ensure that support programs in the High School are functioning at a high level of efficiency and effectiveness (i.e. Link Crew, SAP, Aevidum, Connections)

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- SAS: Safe and Supportive Schools

*ALiCE Implementation***Description:**

Implement safety programs with fidelity to both staff and students to ensure that appropriate stakeholders are effectively trained to handle unsafe situations (ie: Full implementation of ALiCE)

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- SAS: Safe and Supportive Schools

*Student Mental Health***Description:**

Study, explore and implement avenues to address student mental health concerns including identification, coping strategies, and outside agency supports (ie: Teen Hope and/or SOS-Signs of Suicide, TW Ponessa)

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- SAS: Safe and Supportive Schools