

**DUPONT MANUAL HIGH**  
**SCHOOL IMPROVEMENT PLAN**  
**YEAR 2008 - 2009**

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Responsible Person

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**Approved :**  
12/05/2008  
**Date**

**Members or Committee:**

Craig DaRif  
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## 2008 - 2009 SCHOOL IMPROVEMENT PLAN

### Executive Summary

#### DUPONT MANUAL HIGH

##### Mission

The mission and vision statements for duPont Manual High School and the Youth Performing Arts School were modified and approved. The original statements had been in use for 10 years with the SBDM Council indicating that the time had come to re-visit these important school documents. Changes in instructional practices and the educational needs of the student clientel helped necessitate a revision of vision and mission statements. An ad-hoc committee was created for the purpose of studying current statements and drafting new versions to better reflect Manual's unique role as a magnet high school in the Jefferson County Public School System.

The ad-hoc committee members included: Dr. Beverly Keepers, Mina Todd, JC Reedy, Jane Norman, Sandra Commons, Laura Finck (Spiegelhalter), Alesia Williams. The current SBDM committee members (2007-2008), revisited the mission and vision statement to determine the validity of each identified, measurable, and projected outcome. The modifications were implemented and a vision and mission were drafted and approved by SBDM.

##### Vision

duPont Manual and the Youth Performing Arts Schools provide a dynamic, interdisciplinary, diverse learning community which focuses on rigorous academic, technical and artistic college-preparatory magnet programs.

##### Mission

duPont Manual, in a cooperative effort among faculty, staff, parents, students and the greater community will:

Nurture and sustain academic excellence for all students.

Provide diversified instruction to meet the needs of all learning styles.

Recognize multiple-giftedness.

Educate beyond the classroom walls through foreign/domestic travel, project- driven research and activities, community leadership, career pathways, performance and service.

Develop leadership through participation in clubs, organizations and athletics.

##### Needs Assessment

Our 2008-2009 process is a continuation from the assessment procedures implemented 2007-2008 school year. There was no evidence that warrant a deviation from the process identified in the previous year. Newly installed SBDM committee members continued the revision / modification phase of assessment. The Needs Assessment process was undertaken by two groups of the school community in two distinct phases. For phase one, a faculty task force was involved in an analysis of the 2007 KCCT results for the school.

This task force examined each academic assessment component in terms of progress made in subdomains, student subgroups, and in reducing the achievement gap. The norm referenced scores as well as nocognitive assesment data were also examined to ascertain the school's progress at meeting self-determined objectives. A complete report was then generated for presentation to the full faculty regarding the school's progress in meeting state accountability goals. The JCPS Comprehensive School Survey results were not yet available at the time that the data study was completed. These results will be examined and included in further school planning during 2007. Since the school had engaged in a thorough review of the Standards and Indicators for School Improvement, this activity was deleted from the planning process for 2007. In addition to the CATS data analysis, other resources were utilized to help judge progress on current goals/objectives as well as to develop new goals for the next year. These resources included: Advanced Placement test results, attendance/discipline data, and the achievement gap recommendations for the 2007-2009 school years. A shift in the weights of the academic components altered our initial goals. The projected indexes for 2008 will be adjusted from the initial goals towards 2014.

## **Goals**

Each academic department chair (or magnet coordinator) was given the task of developing specific academic assessment goals/benchmarks/strategies to adopt for his/her assigned content area. (These goals were an outgrowth of the assessment study and reports made by the data study task force.)

Each department chair was to engage staff members in discussion and use this faculty input to develop the recommendations for the CSIP. The assessment goals and recommendations coming from each content area were then used to write each action component. Department chairs, after consulting with teacher colleagues, also agreed upon assessment benchmarks to be used during the school year to document progress toward reaching the stated goals. These assessment benchmarks usually came in the form of ORQ samples, or multiple choice assignments, administered to selected segments of the student population. For benchmarking purposes, Advanced Placement classes, as well as most Advance Program courses, would not be utilized. The rationale for that decision was based on knowledge that most students enrolled in those courses already meet state assessment standards. Effective strategies were identified by the members of each department and the administration, based on past practices in the building. Strategies that worked well have been retained. In some cases, the faculty and administration developed new strategies to address a particular assessment need. In addition, quality instructional teams were developed to analyze instructional practices and instructional assessment results. Scope and sequencing strategies are being considered as a mastery transitional component for student learning.

## **Evaluation**

The annual state assessment document (Kentucky Performance Report) will serve as the primary accountability measure with the full staff involved in assigned study/report teams. As a compliment to this annual assessment, ongoing evaluations of the plan's implementation will be made during the year through quality instructional teams (reflection tools), classroom walk-throughs and observations, information shared in Gold Day activities, and in collecting data to fulfill benchmark requirements. Implementation and Impact of Benchmarks and Strategies will be added to the CSIP on a periodic basis to document enactment of the planning activities.

In order to maintain the Accountability Index Trend Line, concordance tables have been created to link the Accountability Index trends between the 1999-2007 years. The National Technical Advisory Panel on Assessment and Accountability (NTAPAA) reviewed the changes that have been made in the Kentucky assessment and accountability systems and concluded that the differences between the old KCCT (1999-2006) and the new KCCT (2007 and beyond) are substantial enough to preclude equating the assessment to the old. NTAPPA members recommended the construction of concordance tables to make comparisons between results of the old and new assessments. The Kentucky Board of Education directed the use of concordance tables at its April 2007 meeting.

Concordance tables have been developed for the accountability index at each level (elementary, middle, and high). The concordance tables use an equipercentile method to compute the linkage between the 2006 KCCT Accountability Index and the 2007 KCCT Accountability Index. By establishing a relationship between the old and new systems, the concordance methodology allows current baselines and goals for the CATS to remain intact.

Due to limitations within concordance models, concordance table adjustment cannot be applied to the subject matter index levels. Beginning with 2007, the concordance adjusted index is included on each school, district and state customized growth chart page in order to maintain CATS accountability trends and make comparisons. For more information refer to the 2007 CATS Interpretative Guide.

## **Stakeholders**

Listed below are committees and stakeholders involved in the Needs Assessment process and development of the Comprehensive School Improvement Plan.

CSIP Needs Assessment Review Teams included-

KPR Data Review Team: Lanette Edwards(Assistant Princial), Beth Stottman (Social Studies),

Kathleen Geary (Mathematics), Mina Todd (Physical Education/ Health)

CSIP Action Component Goal/ Benchmarks/Strategies Work Team: Consists of all Department/ Magnet Component Chairs. These included: Sharon Stefater, Alesia Williams, Kathy Zwanzig, Alice Hall, Betsey Bell, Elizabeth Bunting, Beth Stottman, Robin Cash, Mina Todd, Alana Alford.

Planning Committee Members included :

Dr. Beverly Keepers- Chairperson and Budget Committee

Lanette Edwards- Professional Development / Facilities Committees

Larry Wooldridge- Admissions Committee

David Zuberer- Athletics and Activities Committee

Dr. William Deines- Curriculum, Instruction, and Assessment Committee

Dan Morgan- School Climate Committee

David Dallman- School Technology Committee

Marti Johnston- School to Career / Grants/Awards Committees

Dr. Beverly Bailey- Extended School Services Committee

Lanette Edwards - Building/ Facilities

**Component: Arts Humanities****Component Manager:** Beverly Keepers**Date:** 12/04/2007**Name:** DUPONT MANUAL HIGH**Priority Need:**

Manual High School's total Arts and Humanities index for 2007 was 122.0059. Due to limitations within concordance models, concordance tables cannot be applied to the subject matter index levels. The percent of students meeting state Arts/Humanities standards (proficient/distinguished) in 2007 was 95.94 (an increase of 9.35), while the percentage of students scoring at the novice level was 0.64 as measured on the KCCT.

**Goal:**

Manual High School's total Art and Humanities index score for spring 2008 will be 124% as measured on the KCCT. The percentage of students meeting state standards (proficient/distinguished) will be 89 in 2008 as measured by the KCCT. The percentage of students scoring at the novice level in Arts and Humanities will be 1.8 as measured on the KCCT in 2008.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Open response questions from Core Content Guides for selected fine arts classes	10/20/2008	80	
Common assessment or department quizzes for selected fine arts classes	11/17/2008	80	
Open response questions from Core Content Guides for selected classes	02/16/2009	85	
Common assessments, or department quizzes for selected fine arts classes	03/23/2009	85	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NA	Review all content sub domain assessment areas. Identify targeted sub domains where student performance is at the lowest levels.	Keepers	09/22/2008	10/06/2008	\$ 0 No Funding	NI	Strategy will begin September 2008
2	NA	Develop shorter study units for inclusion in 11th grade visual and performing arts courses. Study units will address lowest subdomain areas. Delivery model could also occur in student study skill classes.	Department	07/07/2008	09/15/2008	\$ 150.00 PD	NI	Strategy will begin July 2008
3	NA	Using Core Content Guides: All staff have access to core content guides and make use of them in department planning and assessment activities.	Edwards	08/04/2008	09/15/2008	\$ 0 No Funding	NI	Strategy will begin August 2008
4	NA	Core Content for Assessment Tutorials: Use of the JCPS district developed multiple-choice tutorial programs in content areas. Provide remediation for identified students through use of tutorials.	Chairpersons	02/02/2009	04/06/2009	\$ 0 No Funding	NI	Strategy will begin new school year / academic year 2008-2009

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
5	NA	Individualized Professional Development Plan: Providing opportunities for faculty to attend and participate in national, regional, and local conferences sponsored by professional associations and alliances. Opportunities to develop individual study projects that address identified school instructional goals. Professional Development opportunities are year round corresponding with the school year calendar.	Faculty	06/02/2008	05/30/2009	\$ 0 No Funding	IP	Teachers began selecting workshops and conferences to attend for professional development. Teacher submitted proposals that were analyzed, modified, and submitted for approval. Projected goals were to align with CSIP / participation and implementation must be data driven.

**Component: Math****Component Manager:** Beverly Bailey**Date:** 12/04/2007**Name:** DUPONT MANUAL HIGH**Priority Need:**

Manual High School's Mathematics index score in 2007 was 110.5915. Due to limitations within concordance models, concordance tables cannot be applied to the subject matter index levels. The percent of students meeting state Mathematics standards (proficient/distinguished) in 2007 was 84.65 (an increase of 5.65), while the percentage of students scoring at the novice level was 1.49 (a decrease of 3.51) as measured on the KCCT.

**Goal:**

Manual High School's total Mathematics index scoring for Spring 2008 will be 111% as measured on the KCCT. The percentage of students meeting state standards (proficient/distinguished) will be 83 in 2008 as measured by the KCCT. The percentage of students scoring at the novice level in Mathematics will be 4.0 as measured on the KCCT in 2008.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Predictive Assessment Series (PAS) 9th and 10th grade students- if scheduled	09/22/2008	80	
Common Assessments in Selected Honors Classes	09/24/2008	80	
Common Assessment in Selected Honors Classes	12/08/2008	80	
Predictive Assessment Series (PAS) 9th and 10th grade students - if scheduled	02/23/2009	85	
Common Assessments in Selected Honors Classes	01/26/2009	85	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1		Review all content sub domain assessment areas. Identify targeted sub domains where student performance is at the lowest levels.	Zwanzig	09/22/2008	10/06/2008	\$ 0 No Funding	NI	Strategy will begin Fall 2008
2		Core Content Guides: All staff has access to core content guides and make use of them in department planning and assessment activities.	Edwards	08/04/2008	09/15/2008	\$ 0 No Funding	NI	Strategy will begin August 2008
3		Common Assessments administered in Honors Level courses during selected grading periods.	Geary	01/14/2008	12/08/2008	\$ 100 General Fund	I	Teachers are able to compare and contrast strategies used to increase and maintain significant gains in student academic performance in targeted areas.
4		Teacher Training in STP Algebra and STP Geometry. Provide access to district PD and materials for the STP Algebra and Geometry course of study.	Bailey	07/16/2008	09/10/2008	\$ 0 No Funding	NI	Strategy will begin July 2008

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
5		Extended School Services: Instruction addressing specific skill / knowledge areas for targeted students in danger of failing a course, or identified as being a novice in the content area in question. ESS to be offered during the school year as student needs are identified.	Bailey	01/09/2008	12/08/2008	\$ 3700 ESS	I	ESS offered to targeted content areas at conclusion of each semester. Diagnostic assessment and remediation offered in Mathematics and Integrated Science.
6		Administer diagnostic mathematics placement exam to all incoming 9th graders to assess readiness for high school and appropriate scheduling placement.	Zwanzig	05/12/2008	06/02/2008	\$ 200 General Fund	IP	Strategy in early implementation stage. Student assessment based on student performance will allow instructors to focus on students demonstrated abilities and increase compatibility in student placement/ mathematic levels.
7		KEMPT (Kentucky Early Mathematics Placement Test) Assessment: Administer to students enrolled in Algebra II and Pre-Cal for readiness of college level mathematics study.	Zwanzig	05/12/2008	09/30/2008	\$ 200 General Fund	IP	Assessment will offer increased proficiency and accuracy in student class enrollment and placement.

**Priority Need:**

Manual has strived to reduce the achievement gap; the difference in achievement between white non-Hispanic and African American students meeting state mathematics standards was reduced by 10 percentage points between 2004 and 2006. In 2007 the percentage of white non-Hispanic students meeting state mathematics standards (proficient/ distinguished) was 89. The percentage of African American students meeting state mathematics standards was 68; a difference of 21 percentage points between the groups. The corresponding Disaggregatoin Index for the two groups; white (non-Hispanic) 114.3710 and African-American 92.5996 resulted in a gap of 21.7714 - which is a statistically significant difference in the scale scores between the two subgroups.

**Goal:**

While we have achieved significant results in efforts to minimize and eventually reduce the achievement gap within subgroups from 40% in 2004 to 21% in 2007, we have more to accomplish. In 2008, the percentage of white non-Hispanic students meeting state mathematics standards (proficient/ distinguished) will be 87. The percent of African-American students meeting state standards (proficient/ distinguished) in 2008 will be 65. A difference of 22 percentage points; while still a statistically significant difference, it shows a continued reduction which will enable the school to reach its targeted achievement gap goal for 2008.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Common Assessment Tasks in selected 9th and 10th courses (state standards for minority students)	02/25/2007	68	
Common Assessment Tasks in selected 9th and 10th courses (state standards for minority students)	03/03/2008	63	
Common Assessment Tasks in selected 9th and 10th courses (state standards for minority students)	12/01/2008	56	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
2	SB168	Review of all content sub domain assessment areas. Identify targeted sub domains where student performance is at the lowest levels.	Zwanzig	09/22/2008	10/06/2008	\$ 0 No Funding	NI	Strategy will begin September 2008
3	SB168	Core Content Guides: All staff has access to core content guides and make use of them in department planning and assessment activities.	Edwards	08/04/2008	09/15/2008	\$ 0 No Funding	NI	Strategy will be implemented August 2008
4	SB168	Teacher Training in STP Algebra and STP Geometry. Provide access to district PD and materials for the STP Algebra and Geometry course of study.	Individual Teacher	07/16/2008	09/10/2008	\$ 0 No Funding	NI	Strategy will be implemented July 2008
5	SB168	Extended School Services: Instruction addressing specific skill / knowledge areas for targeted students in danger of failing a course, or identified as being a novice in the mathematics. ESS to be delivered to students during the school day on a weekly basis (during Study Skills Class).	Bailey	01/09/2008	12/08/2008	\$ 3877 ESS	IP	ESS offered to targeted content areas at conclusion of each semester. Diagnostic assessment and remediation offered in Mathematics and Integrated Science.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
7	SB168	Volunteer Student Tutoring Activities: Students volunteer to tutor other students in mathematics. Tutoring services offered before / after school as determined by the student organization (National Honor Society, etc.)	Student Volunteers	01/09/2008	12/08/2008	\$ 0 No Funding	IP	Students from National Honor Society, Beta Club, Key Club, etc. have provided assistance for students on probation or those who received failing notices in core content classes.

**Component: Practical Living****Component Manager:** Larry Wooldridge**Date:** 12/04/2007**Name:** DUPONT MANUAL HIGH**Priority Need:**

Manual High School's total Practical Living/Vocational studies index for 2007 was 119.3219. Due to limitations within concordance models, concordance tables cannot be applied to the subject matter index levels, so comparison to last years results has no significance. The percent of students meeting state Practical Living Vocational Studies standards (proficient/distinguished) in 2007 was 83, while the percentage of students scoring at the novice level was 2 as measured on the KCCT. [Note: the index score was higher than projected although the percent of proficient/distinguished dropped.]

**Goal:**

Manual High School's total Practical Living/Vocational Studies index score for Spring 2008 will be 119% as measured on the KCCT. The percentage of students meeting state standards (proficient/distinguished) will be 89 in 2008 as measured by the KCCT. The percentage of students scoring at the novice level in Practical Living/Vocational Studies will be 1.4 as measured on the KCCT in 2008.

**Benchmark**

Measure	Date	ProjectedData	ActualData
ORQ Samples from Common Assessments or CCGs	10/21/2008	85	
Multiple Choice Practical Living Common Assessments	11/21/2008	85	
ORQ Samples from Common Assessment or CCGs	02/21/2009	84	
Multiple Choice Practical Living Common Assessments	03/28/2009	91	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NA	Practical Living / Vocational Studies teachers review content sub domain assessment areas. Identify targeted sub domains where student performance was at the lowest levels.	Cash	09/22/2008	10/20/2008	\$ 0 No Funding	NI	Strategy will begin September 2008
2	NA	Ensure that Practical Living and Vocational Studies course content is in alignment with the JCPS Core Content Guides in appropriate assessment areas. Lesson units and student work samples will show documentation of addressing CCG topics.	Cash	08/13/2008	12/17/2008	\$ 1400 Carl Perkins	NI	Strategy will begin August 2008
3	NA	Train staff members in the use of the JCPS developed multiple-choice tutorial programs in assessment areas, as offered through E-School. Use of multiple choice tutorials to check targeted student assessment groups for progress during the school year (March, October).	Bailey	02/06/2008	10/15/2008	\$ 0 No Funding	IP	Staff continues to be trained on tutorial programs. Students assessment group of October will be reviewed in October 2008.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	NA	Open Response question Bank and Training: Teachers provide samples of ORQs to document appropriate use of open response questions / rubrics in the instructional process. Departments begin building ORQ questions bank to share and utilize best samples.	Edwards	08/04/2008	10/13/2008	\$ 0 No Funding	NI	Strategy will begin August 2008
5	NA	Practical Living/ Vocational Studies Conferences (FBLA, FCCLA, etc.) and community-based school-to-career activities. Opportunities for students to attend and compete in FBLA, FCCLA events and off-campus school-to-career opportunities. Application of vocational studies skills in competitive and real-life settings.	Johnston	02/06/2008	12/08/2008	\$ 3500 Carl Perkins	IP	Students continue to participate in events that received national / global recognition (May 2008- Abby on the River) and enhance school to career opportunities.
6	NA	Individualized Professional Development Plans- Providing opportunities for faculty to attend and participate in national, regional, and local conferences sponsored by professional associations and alliances. Opportunities to develop individual study projects that address identified school instructional goals.	Johnston	02/04/2008	11/03/2008	\$ 7500 Carl Perkins	IP	Teachers continue to search for best practices in the implementation of instructional strategies for Practical Living Instruction and Curriculum.
7	NA	Continued implementaiton of computer technology courses offered through the MST magnet and the Business Education Department. Course content will range from a general introduction to computer applications to Web Design, and advanced Placement JAVA programming.	Johnston	01/08/2008	12/08/2008	\$ 5958 Carl Perkins	IP	Student continue to benefit from the implementation of technology in lesson planning and instruction. Web-designs and blogs are embedded in regular instructional process.
8	NA	Student Practical Living/ Vocational Studies Review program for all 10th grade students. Assessment content review designed and delivered by students enrolled in 10th grade practical living courses. 10th grade students will receive the assessment review in March during study skills classes.	Cash	01/08/2008	04/01/2008	\$ 150 General Fund	IP	Student teams, inclusive of 10th grade students, participated and competed in state conferences as 10th Grade enrollment posted an increase over last school year student enrollment.

**Component: Reading****Component Manager:** Larry Wooldridge**Date:** 12/04/2007**Name:** DUPONT MANUAL HIGH**Priority Need:**

Manual High School's total Reading index score for 2007 was 120.5220. The percent of students meeting state Reading standards (proficient/distinguished) in 2007 was 97, while the percentage of students scoring at the novice level was 0 as measured on the KCCT.

**Goal:**

Manual High School's total Reading index score for Spring 2008 will be 121% as measured on the KCCT.  
The percentage of students meeting state standards (proficient/distinguished) will be 98 in 2008 as measured by the KCCT.  
The percentage of students scoring at the novice level in Reading will be 0 as measured on the KCCT in 2008.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Predictive Assessment Series- 9th and 10th grade students	02/16/2009	84	
Predictive Assessment Series- 9th and 10th grade students	09/22/2008	82	
Predictive Assessment Series- 9th and 10th grade students	12/15/2008	84	
ORQ samples from selected classes (Honors /Comprehensive)	10/27/2008	80	
ORQ samples from Core Content Guides for selected classes (Honors / Comprehensive)	10/27/2008	80	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1		Reading in the Content Area: Professional Development strand to train a group of teachers from multiple disciplines on effective reading strategies in the content area. Reading for information will be stressed in this professional development strand.	Donahoe	06/02/2008	09/19/2008	\$ 400 PD	I	Teachers attended national and state conferences and workshops that kept teacher leaders informed of recent development in academic areas and best practices.
2		District Inservice and Institutes: Individual teachers attend district inservices and institutes that address instructional practices in literacy.	Teacher	08/15/2008	05/30/2009	\$ 0 No Funding	I	Teachers attended professional development (multiple disciplines) that stressed reading for information. Teachers were able to implement best practices in hopes of increasing reading scores for targeted populations.
3		Extended School Services: Instruction addressing specific skill / knowledge areas for targeted students in danger of failing a course, or identified as being a novice in the content area in question.	Bailey	01/08/2008	12/01/2008	\$ 3000 ESS	I	ESS offered to targeted content areas and student populations at the conclusion of each semester. Diagnostic assessment and remediation offered in Mathematics and Integrated Science

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4		Reading ORQs- English teachers will administer common ORQs to assess students for reading comprehension and use of literary devices in literature (selected classes).	Wooldridge	01/28/2008	10/31/2008	\$ 0 No Funding	I	Teachers were given multiple opportunities for professional development in open response questioning and rubric use by teachers.
5		Individualized Professional Development Plans: Providing opportunities for faculty to attend and participate in national, regional, and local conferences sponsored by professional associations and alliances. Opportunities to develop individual study projects that address best practices in reading instruction.	Individual Teacher	08/15/2008	05/30/2009	\$ 250 PD	I	Greater awareness and understanding the instructional strategies needed to improve competency - student performance in targeted core content areas.

**Priority Need:**

From 2004 with a reading achievement gap of 27.65%, [comparing white non-Hispanic to African-American], Manual currently has reduced the reading achievement gap to its current 9%. In 2007, the percentage of white non-Hispanic students meeting reading standards was 98, the percentage of African-American students meeting the reading standards (proficient/distinguished) was 89. While still a statistically significant value, the value has allowed the school to surpass its goal.

**Goal:**

In 2008, the percentage of white non-Hispanic students meeting state reading standards (proficient/distinguished) will be 93. The percentage of African-American students meeting state reading standards (proficient/distinguished) in 2008 will be 85. A difference of 8% will exist between white non-Hispanic and African-American students meeting state reading standards.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Predictive Assessment Series- 9th and 10th grade students (state standards for minority students)	02/16/2009	75	
Predictive Assessment Series- 9th and 10th grade students (state standards for minority students)	09/22/2008	72	
Predictive Assessment Series- 9th and 10th grade students (state standards for minority students)	12/15/2008	75	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	SB168	Ramp Up Literacy Program- Identify incoming 9th grade students that would benefit from the double block ramp-up instructional program (reading stanines and middle school CATS data). Schedule identified students for the Ramp-Up language arts program.	Counselors	07/21/2008	08/22/2008	\$ 0 No Funding	NI	Strategy will begin July 2008
2	SB168	Reading in the Content Area: Professional Development strand to train a group of teachers from multiple disciplines on effective reading strategies in the content area. Reading for information will be stressed in this professional development strand.	Donahoe	07/21/2008	10/10/2008	\$ 400 PD	NI	Strategy will begin July 2008
3	SB168	Extended School Services: Instruction addressing specific skill / knowledge areas for targeted students in danger of failing a course, or identified as being a novice in the content area in question. ESS will be delivered during the school year on a weekly basis.	Bailey	01/08/2008	12/01/2008	\$ 3877 ESS	IP	ESS offered to targeted content areas at conclusion of each semester. Diagnostic assessment and remediation offered in Mathematics and Integrated Science.

**Component: School Safety and Learning Climate**

**Component Manager:** Lanette Edwards

**Date:** 12/04/2007

**Name:** DUPONT MANUAL HIGH

**Priority Need:**

Manual High School's Noncognitive Indicator Score for 2007 was 97.83 as measured by KCCT. [Note: KCCT weighting changed with the 2007 KPR: Successful Transition increased .44, Attendance increased 1.1, and Dropout/Retention reduced 0.04.] The current index is less than the projected, but due to the change in weighting. The scores for 2007: Successful transition was 100, Graduation Rate 98.34, and Attendance 97.03. The only areas for increases are graduation rate and attendance.

**Goal:**

Manual's Noncognitive Indicator Score for 2008 will be 98.7 as measured by the KCCT. (Attendance 98.00, Graduation Rate 99.00, and Successful Transition to Adult Life 100.00)

**Benchmark**

Measure	Date	ProjectedData	ActualData
Attendance averages for first two pupil months of 2008	03/03/2008	97	
Attendance averages for Spring Semester 2008	06/02/2008	97	
Attendance averages for first two pupil months for Fall Semester 2008	10/31/2008	98	
Transition to Adult Life Survey - Class of 2008	11/03/2008	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NA	Monthly reports of school attendance data generated from the school attendance office and district. Data will be used to identify those students with multiple absences and potential truancy cases.	Edwards	01/31/2008	12/08/2008	\$ 0 No Funding	IP	Monthly reports used to identify correlation between students academic status and performance.
2	NA	Manual Attendance and Tardy Policy: The school will utilize the PTSA newsletter and email newsletter to communicate the SBDM attendance and tardy policy to all stakeholders. Policy will be reviewed if attendance data indicates a need for employing new strategies.	Keepers	08/15/2008	11/14/2008	\$ 0 No Funding	NI	strategy will be implemented August 2008
3	NA	Transition Survey: All 2008 graduates will be surveyed to document a successful transition to adult life (school, work force, military). The Transition Survey will be conducted by the Guidance Department.	Counselors	09/01/2008	10/16/2008	\$ 0 No Funding	NI	Strategy will be implemented in September 2008

**Priority Need:**

Manual High School should continue to support those initiatives that have been successful in creating a safe school environment and positive learning climate for the entire school community.

**Goal:**

Manual High School will document successful implementation of policies and procedures that provide for a safe working environment and productive learning climate for the entire school community.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Safety Plan Orientation and Drills	08/30/2008	100	
Class Orientations-Review Discipline Policies/ Expectations for Student Body	11/28/2008	100	
PTSA Membership Drive	11/03/2008	1800	
Comprehensive School Survey	12/01/2008	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NA	Safety/ Emergency Procedures Revisions: Update and Revise procedures to follow when implementing security alerts/ drills. Security Levels defined for the staff and inclusion of Lock-Down folders in all classrooms.	Edwards	01/08/2008	01/21/2008	\$ 0 No Funding		
2	NA	School Safety Training: Review all school safety/ emergency procedures with faculty. Ensure that all staff members are acquainted with evacuation/ shelter-in-place drill procedures, and essential protocols during a security alert.	Edwards	08/15/2008	09/15/2008	\$ 0 No Funding		
3	NA	Student Discipline Orientations: Review essential behavioral expectations and disciplinary consequences with the student body in selected orientation meetings (English class orientations with counselors, full class meetings, etc.).	Keepers	08/15/2008	09/15/2008	\$ 0 No Funding		
4	NA	Visitor Sign-In Procedures: Remind all stakeholders of the school procedures for registering visitors in the main office. All visitors (parents, college reps., etc.) will be asked to show a photo I.D. when registering in the office or leaving items for students. Reminders will be posted in the PTSA Newsletter periodically throughout the school year.	Edwards	01/01/2008	12/21/2008	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
5	NA	PTSA Membership Drive: Campaign to increase PTSA membership and participation. Efforts to be coordinated by the PTSA Membership chairperson. Membership goal is to exceed the 2007 membership total.	Chair	08/15/2008	11/14/2008	\$ 400 PTSA		
6	NA	Comprehensive School Survey: Conduct the JCPS Comprehensive School Survey of students, staff, and parents.	Woolridge	10/01/2008	12/01/2008	\$ 0 No Funding		

**Component: Science****Component Manager:** Beverly Bailey**Date:** 12/04/2007**Name:** DUPONT MANUAL HIGH**Priority Need:**

Manual's total Science index score for 2007 was 104.1209. The percentage of students meeting state science standards (proficient/distinguished) was 81.24, while the percentage of students scoring at the novice level was 1.7 as measured by KCCT.

**Goal:**

Manual High School's total science index score for Spring 2008 will be 96.00 as measured on the KCCT. The percentage of students meeting state science standards (proficient/distinguished) will be 85 in 2008 as measured by the KCCT. The percentage of students scoring at the novice level will be 1.00 as measured on the KCCT in 2008.

**Benchmark**

Measure	Date	ProjectedData	ActualData
ORQ samples from Core Content Guides for selected classes (Comprehensive and Honors level)	02/21/2007	94	94
Multiple Choice common assessments for selected classes (Comprehensive and Honors)	03/24/2008	94	
ORQ samples from Core Content Guides for selected classes (Comprehensive and Honors level)	10/20/2008	91	
Multiple Choice common assessments for selected classes (Comprehensive and Honors)	11/03/2008	91	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1		Review all content sub domain assessment areas. Identify targeted sub domains where student performance is at the lowest levels.	Keepers	09/22/2008	10/13/2008	\$ 0 No Funding	NI	Strategy will begin in September 2008
2		Develop short study units for inclusion in 11th grade science courses. Study units will address lowest subdomain areas.	Hall	08/04/2008	11/03/2008	\$ 0 No Funding	NI	Strategy will begin in August 2008
3		Core Content Guides: All staff has access to core content guides and make use of them in department planning and assessment activities.	Edwards	08/04/2008	09/08/2008	\$ 0 No Funding	NI	Strategy will begin in August 2008

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	SB168	Extended School Services: Instruction addressing specific skill / knowledge areas for targeted students in danger of failing a course, or identified as being a novice in the content area in question. Services rendered at the conclusion of academic term for those students that did not meet passing standards in science courses. Offering this service is based on the availability of funding and demonstrated student need, when compared to other content areas (language arts and mathematics)	Bailey	06/02/2008	06/16/2008	\$ 3877 ESS	IP	Strategy will officially begin in June 2008. Students have been identified by probation and failing notices to in targeted content areas (Mathematics and Integrated Science). Extended Services based on students not meeting standard requirement for successful completion in targeted area of 2007-2008 academic school year.
5		Core Content common assessments: Use of the JCSP district developed multiple-choice common assessments in content areas. Provide remediation for identified students.	Hall	02/25/2008	11/03/2008	\$ 0 No Funding	IP	Greater attention has been placed on assessment content in Science, Writing, and Social Studies. Gold Day activities to acquaint staff with resources on line.
7		Technology in Instruction: Professional Development activities for faculty members to facilitate the incorporation of interactive and technology media in instruction. Use of technology to access the common assessment ORQ banks and multiple choice items. Provide access to district Cascade System.	Bailey	01/08/2008	04/01/2008	\$ 0 No Funding	I	Walkthroughs and student work samples show evidence of technology being embedded in regular instructional process.
8		Individualized Professional Development Plan: Teacher participation in national, regional, state, and local professional conferences that address issues and best practices in content area instruction and assessment. Or individualized PD study / research for the professional growth plan.	Individual Teacher	02/11/2008	12/01/2008	\$ 1000 PD	IP	There is an increase in the number of teachers participating in district, state, and national conferences and workshops for February - May (2007-2008 school year).

**Component: Social Studies****Component Manager:** Lanette Edwards**Date:** 12/04/2007**Name:** DUPONT MANUAL HIGH**Priority Need:**

Manual's total Social Studies index score for 2007 was 113.3702. The percentage of students meeting state social studies standards (proficient/distinguished) was 83.16, while the percentage of students scoring at the novice level was 1.28 as measured by KCCT.

**Goal:**

Manual High School's total Social Studies index score for Spring 2008 will be 115.6 as measured on the KCCT. The percentage of students meeting state social studies standards (proficient/distinguished) will be 86 in 2008 as measured by KCCT. The percentage of students scoring at the novice level was 1.00 as measured on the KCCT in 2008.

**Benchmark**

Measure	Date	ProjectedData	ActualData
ORQ Assessments from CCG in Selected Honors Classes	02/18/2008	75	
Multiple Choice Common Assessments in Selected Honors Classes	03/20/2008	80	
Multiple Choice Common Assessments in Selected Honors Classes	10/20/2008	75	
ORQ Assessments from CCG in Selected Honors Classes	12/01/2008	75	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NA	Review all content sub domain assessment areas. Identify targeted sub domains where student performance is at the lowest levels.	Keepers	09/22/2008	10/13/2008	\$ 0 No Funding	NI	Strategy will be implemented beginning September 2008
2	NA	Develop short study units for inclusion in 11th grade social studies courses. Study units will address lowest subdomain areas.	Stottman	07/01/2008	11/03/2008	\$ 400 PD	NI	Strategy will be implemented beginning July 2008
3	NA	Core Content Guides: All staff have access to core content guides and make use of them in department planning and assessment activities.	Edwards	08/04/2008	09/01/2008	\$ 0 No Funding	NI	Strategy will be implemented beginning August 2008
4	NA	Core Content for Assessment Tutorials: Use of the JCPS district developed multiple-choice tutorial programs in assessment content areas. Provide remediation for identified students through use of the tutorials.	Morgan	03/17/2008	04/14/2008	\$ 0 No Funding	I	General consensus among Social Studies Teachers - tutorials do not align with content in Magnet area and AP (Advanced Placement and Manual Advanced Program).
5	NA	Technology in Instruction: Professional Development activities for faculty members to facilitate the incorporation of interactive and technology media in instruction.	Dallman	08/11/2008	12/08/2008	\$ 0 No Funding	NI	Strategy will be implemented in August 2008

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
6	NA	Individualized Professional Development Plan: Teachre participation in national, regional, state, and local professional conferences that address issues and best practices in content area instruction and assessment. Or individualized PD study/ research for the professional growth plan.	Teacher	01/08/2008	12/31/2008	\$ 500 PD	IP	Teachers continue to participate in district, state, and national conferences and workshops to increase understanding of instructional strategies and best practices.

**Component: Writing****Component Manager:** Alesia Williams**Date:** 12/05/2007**Name:** DUPONT MANUAL HIGH**Priority Need:**

Manual's total Writing index score for 2007 was 89.4262. The percentage of students meeting state writing standards (proficient/distinguished) was 65.53, while the percentage of students scoring at the novice level was 0.23 as measured by KCCT.

**Goal:**

Manual High School's total Writing index score for Spring 2008 will be 88.79 as measured on the KCCT. The percentage of students meeting state writing standards (proficient/distinguished) will be 67 in 2008 as measured by the KCCT. The percentage of students scoring at the novice level was 1.00 as measured on the KCCT in 2008.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Content Area Writing Samples submitted to English Teachers for Portfolio Inclusion	03/05/2008	100	
Senior Writing Portfolios Complete	03/19/2008	100	
Random Portfolio Audits	05/05/2008	100	
11th Grade Writing Folder Audit	10/01/2008	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NA	Portfolio writing pieces will be collected from all content areas and added to student writing folder (housed in English class). Administrators will receive samples of work from each content area class to ensure that appropriate writing activities are taking place across the curriculum.	Williams	01/15/2008	12/10/2008	\$ 0 No Funding	IP	Samples of student portfolio entries for writing folders and Senior Portfolios were submitted to administrators regularly.
2	NA	11th Grade writing folders will be audited by a trained team of faculty members at the conclusion of the school year to identify beginning writers as these students enter 12th grade.	Williams	06/02/2008	10/01/2008	\$ 1200 PD	IP	Strategy will be implemented June 2008, as trained faculty members analyze and score writing portfolios.
3	NA	Writing Workshops for Content Areas: Flexible P.D. and Gold Day activities to assist teachers in content areas better understand and identify critical attributes of various writing forms (Feature Articles, Speeches, Letter to the Editor, etc.). Staff members will be trained in analytical scoring rubric used for assessing writing pieces and portfolios.	Williams	07/15/2008	11/03/2008	\$ 250 PD	NI	Strategy will be implemented in July 2008

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	NA	Portfolio Scorers Training Workshops: Professional development activities for those teachers who score senior writing portfolios to increase efficacy in this assessment process.	Williams	03/17/2008	04/21/2008	\$ 500 PD	I	Teachers divided into trained teams implemented strategies - reading for knowledge in content areas. Gaps in appropriate writing (grade level and content areas considered) are identified.
5	NA	District Inservice and Institutes: Individual teachers attend district inservices and institutes that address instructional practices in literacy and writing.	Teacher	01/15/2008	10/01/2008	\$ 300 PD	IP	Ongoing implementation as teachers continue to participate in professional development designed to assist in identifying and modeling best practices.
6	NA	Individualized Professional Development Activities: Teacher participation in national, regional, state, and local professional conferences that address issues and best practices in writing instruction.	Teacher	07/01/2008	11/03/2008	\$ 300 PD	NI	Strategy will be implemented in July 2008
7	NA	Ramp Up Language Arts Curriculum: Identify incoming 9th graders with reading stanines that indicate a need for the special reading and writing ramp-up curriculum. Schedule identified students into the double block ramp-up program if the instructional need is evident.	Counselors	07/07/2008	08/05/2008	\$ 0 No Funding	NI	Strategy will be implemented in July 2008
8	NA	Writing Recover Modules: Instructional On-Demand writing units for targeted students whose senior writing skills are novice level.	Williams	03/03/2008	05/01/2008	\$ 0 No Funding	I	Student writing plan for English Department has been reviewed and modified. Effective implementation of the plan in English classrooms with large population of Seniors with novice level writing skills were targeted for additional instructional support.
9	NA	Language Arts ESS Services: Refer students to the English Department ESS during the course of the school year if classroom samples indicate a need for remediation in writing in portfolio forms.	Bailey	01/15/2008	12/01/2008	\$ 3700 ESS	IP	ESS offered diagnostic assessment and remediation support through RAMP for students experiencing difficulty or scoring novice level in targeted content area (direct correlation with Literacy, Reading, and Writing/Portfolios).