



duPont Manual High School  
2024-2025

## 2024-2025 Improvement Plan Comprehensive School Improvement Plan (CSIP)

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate



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**Alignment to Needs:**

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Schools**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Academic:

1. Our Reading instruction and intervention support for subgroup populations (AA, H, and ECE)
2. Our Math instruction and intervention support for subgroup populations (AA, H, and ECE)

**Processes, Practices, or Conditions to be addressed from Key Elements Template**

List two or three Priority Criteria identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template. This should align with your Formative System Review.

Academic Key Elements

- 3A - Schools have a system for monitoring and intentional time built in for collaboration and professional learning to drive the PLC process. (CC, BP)
- 3C - PLCs use culturally responsive and equitable instruction in their curricular resources and lesson development, including but not limited to the ARE Tool, Curriculum Frameworks, Simple Pantry, etc. (RE, BP)
- 6B - There is a consistent coaching and learning walk system where every teacher gets face-to-face feedback and coaching from an administrator quarterly or four times a year minimum on their instruction (including culturally responsive teaching, grade level content, Deeper Learning, and classroom management). This is communicated in professional development and supported by Professional Growth Plans (RE, BP, CC)
- 6C - Personalized professional development is embedded into the schedule, ongoing, and is timely to align with school-wide data trends. (RE, BP, CC)

Culture and Climate

- 5D - Schools have a clear system for Positive Behavior Intervention and Support (PBIS) with a team that meets for regular progress monitoring.
- 5E - Schools have a classroom management plan that aligns with the school-wide PBIS/MTSS Plans, and can be articulated by all stakeholders. (RE, CC)



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### Indicator Scores

List the overall scores of status and change for each indicator. Go to your SRC - Overall Performance Rating - Explore Data - See chart at bottom of page for each indicator. [Example Link](#)

Indicator	Status	Change
State Assessment Results in reading and mathematics	Very High	Maintained
State Assessment Results in science, social studies and writing	Very High	Declined
English Learner Progress	NA	NA
Quality of School Climate and Safety	High	Declined
Postsecondary Readiness (high schools and districts only)	Very High	Increased
Graduation Rate (high schools and districts only)	Very High	Increased



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## 2024-2025 Improvement Plan

### 1: State Assessment Results in Reading and Mathematics

<p>Goal 1 (State your 3-5 year long-term math and reading goal.):  <b>Mathematics: By May of 2028, total tested students will increase in student achievement in mathematics to 88.0% proficient/distinguished.</b>  <b>Reading: By May of 2028, total tested students will increase in student achievement in Reading to 90.0% proficient/distinguished.</b>  <b>Math &amp; Reading Combined: By May of 2028, Math and Reading Status Score will increase to 105 points in all student achievement.</b></p>					
Objective	Priority Criteria	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 <b>Mathematics:</b>             By May of 2024, total tested students will increase in student achievement in Math from 73% to 80.4% proficient/distinguished.</p>	<p>3A - Schools have a system for monitoring and intentional time built in for collaboration and professional learning to drive the PLC process. (CC, BP)</p>	<ol style="list-style-type: none"> <li>Teachers will be assigned PLCs based on course load and identification of the content area of greatest need.</li> <li>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</li> <li>Professional Learning Communities (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support and/or a PLC goal reflection protocol for specialized/identified courses. CERT results (in 9th and 10th</li> </ol>	<p>1.1 Teachers will be provided an opportunity to provide input on the content of greatest need for PLC participation.</p> <p>1.2 The PLC Schedule will be created and published at the start of the 23-24 school year.</p> <p>2.1 The AIC and Content area Assistant Principals will visit PLCs monthly to support teachers in the PLC protocol process</p> <p>2.2 PLC's will submit their PLC cycle document into the PLC website for administrator review at the completion of each required unit (2 Full cycles per semester)</p>	<ol style="list-style-type: none"> <li>Teachers will complete a google form to solicit their feedback and identify the PLC content they will focus on this year.</li> <li>PLC Schedule will be completed and published in August to the HS office</li> <li>A monthly review of PLC progress notes will be embedded in the AP/Principal PLC this year.</li> <li>The MTSS Committee will review student growth in CERT as well as identify students in need of academic intervention</li> </ol>	<p>\$0</p>



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Goal 1 (State your 3-5 year long-term math and reading goal.):

**Mathematics: By May of 2028, total tested students will increase in student achievement in mathematics to 88.0% proficient/distinguished.**

**Reading: By May of 2028, total tested students will increase in student achievement in Reading to 90.0% proficient/distinguished.**

**Math & Reading Combined: By May of 2028, Math and Reading Status Score will increase to 105 points in all student achievement.**

Objective	Priority Criteria	Activities	Measure of Success	Progress Monitoring	Funding
		grade math courses) and CFA data are used to identify areas of growth for each student.	3.1 PLC data will be reviewed three times a year by PLCs and Administration to identify students who need intervention and inform instructional practices		
	3C - PLCs use culturally responsive and equitable instruction in their curricular resources and lesson development, including but not limited to the ARE Tool, Curriculum Frameworks, Simple Pantry, etc. (RE, BP)	1. Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	1.1 The PLC Cycle protocol will embed Curriculum Framework and ARE tool resources and allow for teacher reflection of cultural competent practices that should be embedded in lessons.  1.2 Racial Equity Walkthrough team will complete a walkthrough on each teacher in both Fall and Spring. Walkthrough will focus on evidence of ARE tool work in classrooms.	1. The Principal, Assistant Principals and AIC will review their assigned PLCs cycle notes monthly, and specifically review and provide any necessary feedback on the cultural competence reflection of staff.  2. The Principal, Assistant Principals and AIC will utilize a walkthrough tool twice a year to specifically give feedback on Racial Equity Instructional Practices.	\$0



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Goal 1 (State your 3-5 year long-term math and reading goal.):

**Mathematics: By May of 2028, total tested students will increase in student achievement in mathematics to 88.0% proficient/distinguished.**

**Reading: By May of 2028, total tested students will increase in student achievement in Reading to 90.0% proficient/distinguished.**

**Math & Reading Combined: By May of 2028, Math and Reading Status Score will increase to 105 points in all student achievement.**

Objective	Priority Criteria	Activities	Measure of Success	Progress Monitoring	Funding
	6B - There is a consistent coaching and learning walk system where every teacher gets face-to-face feedback and coaching from an administrator quarterly or four times a year minimum on their instruction (including culturally responsive teaching, grade level content, Deeper Learning, and classroom management). This is communicated in professional development and supported by Professional Growth Plans (RE, BP, CC)	<ol style="list-style-type: none"> <li>All teachers will receive at least 2 walkthroughs per 6 week cycle, beginning in the 2nd six weeks, focused on Instructional Strengths aligned with the Rutherford Model of Instructional Coaching.</li> <li>All teachers will receive four coaching sessions each year focused on their professional growth goals and their instructional practices</li> </ol>	<ol style="list-style-type: none"> <li>A Walkthrough Schedule will be published by administration by August</li> <li>Supervising Administrators will document each coaching conversation in the evaluation tracking log.</li> </ol>	<ol style="list-style-type: none"> <li>The Principal, Assistant Principals will document their completion of walkthroughs and coaching sessions throughout the year to ensure each teacher receives their walkthroughs and coaching sessions and is provided appropriate follow up and feedback.</li> <li>The Principal, Assistant Principals and AIC will utilize a walkthrough tool twice a year to specifically give feedback on Racial Equity Instructional Practices.</li> <li>Walkthrough Trend Data will be shared in the Principal/AP PLC to inform next steps in Professional Development needs.</li> </ol>	\$0



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Goal 1 (State your 3-5 year long-term math and reading goal.):

**Mathematics: By May of 2028, total tested students will increase in student achievement in mathematics to 88.0% proficient/distinguished.**

**Reading: By May of 2028, total tested students will increase in student achievement in Reading to 90.0% proficient/distinguished.**

**Math & Reading Combined: By May of 2028, Math and Reading Status Score will increase to 105 points in all student achievement.**

Objective	Priority Criteria	Activities	Measure of Success	Progress Monitoring	Funding
	6C - Personalized professional development is embedded into the schedule, ongoing, and is timely to align with school-wide data trends. (RE, BP, CC)	<ol style="list-style-type: none"> <li>Develop a year long PD Plan that engages all available times to ensure there is a systematic and comprehensive approach to meeting all state, district, and school PD requirements.</li> <li>Provide teachers with choice in their ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 PD will be provided through Gold Days, Non-Flex Days, Faculty Meetings, Department Meetings, and embedded twice monthly during planning time.</li> <li>1.2 Teachers will be provided with a list of all training for the year, when they will occur.</li> <li>2.1 Staff will receive feedback from administrators during coaching sessions to help them identify choice PDs to attend throughout the year.</li> </ol>	<ol style="list-style-type: none"> <li>UPBEAT Survey feedback</li> <li>Reflections from PDs</li> <li>Staff Feedback through committees.</li> </ol>	\$0
Objective 2 <b>Reading:</b>  Objective 1: By May of 2024, total tested students will increase in student achievement in Reading	3A - Schools have a system for monitoring and intentional time built in for collaboration and professional learning to drive the PLC process. (CC, BP)	<ol style="list-style-type: none"> <li>Teachers will be assigned PLCs based on course load and identification of the content area of greatest need.</li> <li>Develop and deploy a PLC protocol with an effective cyclical</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Teachers will be provided an opportunity to provide input on the content of greatest need for PLC participation.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers will complete a google form to solicit their feedback and identify the PLC content they will focus on this year.</li> </ol>	\$0



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Goal 1 (State your 3-5 year long-term math and reading goal.):

**Mathematics: By May of 2028, total tested students will increase in student achievement in mathematics to 88.0% proficient/distinguished.**

**Reading: By May of 2028, total tested students will increase in student achievement in Reading to 90.0% proficient/distinguished.**

**Math & Reading Combined: By May of 2028, Math and Reading Status Score will increase to 105 points in all student achievement.**

Objective	Priority Criteria	Activities	Measure of Success	Progress Monitoring	Funding
<p>from 83% to 86% proficient/distinguished.</p>		<p>process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</p> <p>3. Professional Learning Communities (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support and/or a PLC goal reflection protocol for specialized/identified courses. CERT results (in 9th and 10th grade reading courses) and CFA data are used to identify areas of growth for each student.</p>	<p>1.2 The PLC Schedule will be created and published at the start of the 23-24 school year.</p> <p>2.1 The AIC and Content area Assistant Principals will visit PLCs monthly to support teachers in the PLC protocol process</p> <p>2.2 PLC's will submit their PLC cycle document into the PLC website for administrator review at the completion of each required unit (2 Full cycles per semester)</p> <p>3.1 PLC data will be reviewed three times a year by PLCs and Administration to identify students who need intervention and inform instructional practices</p>	<p>2. PLC Schedule will be completed and published in August to the HS office</p> <p>3. A monthly review of PLC progress notes will be embedded in the AP/Principal PLC this year.</p> <p>4. The MTSS Committee will review student growth in CERT as well as identify students in need of academic intervention</p>	





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Goal 1 (State your 3-5 year long-term math and reading goal.):

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**Reading: By May of 2028, total tested students will increase in student achievement in Reading to 90.0% proficient/distinguished.**

**Math & Reading Combined: By May of 2028, Math and Reading Status Score will increase to 105 points in all student achievement.**

Objective	Priority Criteria	Activities	Measure of Success	Progress Monitoring	Funding
	3C - PLCs use culturally responsive and equitable instruction in their curricular resources and lesson development, including but not limited to the ARE Tool, Curriculum Frameworks, Simple Pantry, etc. (RE, BP)	1. Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	1.1 The PLC Cycle protocol will embed Curriculum Framework and ARE tool resources and allow for teacher reflection of cultural competent practices that should be embedded in lessons.  1.2 Racial Equity Walkthrough team will complete a walkthrough on each teacher in both Fall and Spring. Walkthrough will focus on evidence of ARE tool work in classrooms.	1. The Principal, Assistant Principals and AIC will review their assigned PLCs cycle notes monthly, and specifically review and provide any necessary feedback on the cultural competence reflection of staff.  2. The Principal, Assistant Principals and AIC will utilize a walkthrough tool twice a year to specifically give feedback on Racial Equity Instructional Practices.	\$0
	6B - There is a consistent coaching and learning walk system where every teacher gets face-to-face feedback and coaching from an administrator quarterly or four times a year minimum on their instruction (including culturally responsive teaching, grade level content, Deeper Learning, and	1. All teachers will receive at least 2 walkthroughs per 6 week cycle, beginning in the 2nd six weeks, focused on Instructional Strengths aligned with the Rutherford Model of Instructional Coaching.	1.1 A Walkthrough Schedule will be published by administration by August  1.2 Supervising Administrators will document each coaching conversation in the evaluation tracking log.	1. The Principal, Assistant Principals will document their completion of walkthroughs and coaching sessions throughout the year to ensure each teacher receives their walkthroughs and coaching sessions and is provided	\$0



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Goal 1 (State your 3-5 year long-term math and reading goal.):

**Mathematics: By May of 2028, total tested students will increase in student achievement in mathematics to 88.0% proficient/distinguished.**

**Reading: By May of 2028, total tested students will increase in student achievement in Reading to 90.0% proficient/distinguished.**

**Math & Reading Combined: By May of 2028, Math and Reading Status Score will increase to 105 points in all student achievement.**

Objective	Priority Criteria	Activities	Measure of Success	Progress Monitoring	Funding
	classroom management). This is communicated in professional development and supported by Professional Growth Plans (RE, BP, CC)	2. All teachers will receive four coaching sessions each year focused on their professional growth goals and their instructional practices		appropriate follow up and feedback. 2. The Principal, Assistant Principals and AIC will utilize a walkthrough tool twice a year to specifically give feedback on Racial Equity Instructional Practices. 3. Walkthrough Trend Data will be shared in the Principal/AP PLC to inform next steps in Professional Development needs.	
	6C - Personalized professional development is embedded into the schedule, ongoing, and is timely to align with school-wide data trends. (RE, BP, CC)	1. Develop a year long PD Plan that engages all available times to ensure there is a systematic and comprehensive approach to meeting all state, district, and school PD requirements. 2. Provide teachers with choice in their ongoing professional development in the area of best practice/high yield instructional	1.1 PD will be provided through Gold Days, Non-Flex Days, Faculty Meetings, Department Meetings, and embedded twice monthly during planning time. 1.2 Teachers will be provided with a list of all training for the year, when they will occur. 2.1 Staff will receive feedback from administrators during coaching sessions to help them identify	1. UPBEAT Survey feedback 2. Reflections from PDs 3. Staff Feedback through committees.	\$0



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Goal 1 (State your 3-5 year long-term math and reading goal.):

**Mathematics: By May of 2028, total tested students will increase in student achievement in mathematics to 88.0% proficient/distinguished.**

**Reading: By May of 2028, total tested students will increase in student achievement in Reading to 90.0% proficient/distinguished.**

**Math & Reading Combined: By May of 2028, Math and Reading Status Score will increase to 105 points in all student achievement.**

Objective	Priority Criteria	Activities	Measure of Success	Progress Monitoring	Funding
		strategies to aid in curricular adjustments when students fail to meet mastery.	choice PDs to attend throughout the year.		



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## 2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.):

**Science: By May of 2028, total tested students will increase in student achievement in Science to 60.0% proficient/distinguished.**

**Social Studies: By May of 2028, total tested students will increase in student achievement in Social Studies to 87.0% proficient/distinguished.**

**Writing: By May of 2028, total tested students will increase in student achievement in Writing to 85.0% proficient/distinguished.**

**Science, Social Studies, and Writing Combined: By May of 2028, the Science, Social Studies, and Writing Combined Status Score will increase to 90 points in all student achievement.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Science:</p> <p>By May of 2024, total tested students will increase in student achievement in Science from 30% to 48% proficient/distinguished.</p> <p>Objective 2 Social Studies:</p> <p>By May of 2024, total tested students will increase in student achievement in Social Studies from 76% to 79% proficient/distinguished.</p> <p>Objective 3 Writing:</p> <p>By May of 2024, total tested students will increase in student achievement in Writing from</p>	<p>3A - Schools have a system for monitoring and intentional time built in for collaboration and professional learning to drive the PLC process. (CC, BP)</p>	<ol style="list-style-type: none"> <li>Teachers will be assigned PLCs based on course load and identification of the content area of greatest need.</li> <li>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</li> <li>Science and English Professional Learning Communities (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support and/or a PLC goal reflection protocol for specialized/identified courses. CERT results (in 9th and 10th grade reading courses) and CFA data are</li> </ol>	<p>1.1 Teachers will be provided an opportunity to provide input on the content of greatest need for PLC participation.</p> <p>1.2 The PLC Schedule will be created and published at the start of the 23-24 school year.</p> <p>2.1 The AIC and Content area Assistant Principals will visit PLCs monthly to support teachers in the PLC protocol process</p> <p>2.2 PLC's will submit their PLC cycle document into the PLC website for administrator review at the completion of each</p>	<ol style="list-style-type: none"> <li>Teachers will complete a google form to solicit their feedback and identify the PLC content they will focus on this year.</li> <li>PLC Schedule will be completed and published in August to the HS office</li> <li>A monthly review of PLC progress notes will be embedded in the AP/Principal PLC this year.</li> <li>For Science and Writing performance, the MTSS Committee will review student growth in CERT as well as identify students in need of academic intervention</li> </ol>	<p>\$0</p>



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Goal 2 (State your science, social studies, and writing goal.):

**Science: By May of 2028, total tested students will increase in student achievement in Science to 60.0% proficient/distinguished.**

**Social Studies: By May of 2028, total tested students will increase in student achievement in Social Studies to 87.0% proficient/distinguished.**

**Writing: By May of 2028, total tested students will increase in student achievement in Writing to 85.0% proficient/distinguished.**

**Science, Social Studies, and Writing Combined: By May of 2028, the Science, Social Studies, and Writing Combined Status Score will increase to 90 points in all student achievement.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
75% to 77% proficient/distinguished.		used to identify areas of growth for each student.	required unit (2 Full cycles per semester)  3.1 Science and English PLC data will be reviewed three times a year by PLCs and Administration to identify students who need intervention and inform instructional practices		
	3C - PLCs use culturally responsive and equitable instruction in their curricular resources and lesson development, including but not limited to the ARE Tool, Curriculum Frameworks, Simple Pantry, etc. (RE, BP)	1. Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	1.1 The PLC Cycle protocol will embed Curriculum Framework and ARE tool resources and allow for teacher reflection of cultural competent practices that should be embedded in lessons.	1. The Principal, Assistant Principals and AIC will review their assigned PLCs cycle notes monthly, and specifically review and provide any necessary feedback on the cultural competence reflection of staff.  2. The Principal, Assistant Principals and AIC will utilize a walkthrough tool twice a year to specifically give feedback on Racial Equity Instructional Practices.	\$0



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Goal 2 (State your science, social studies, and writing goal.):

**Science: By May of 2028, total tested students will increase in student achievement in Science to 60.0% proficient/distinguished.**

**Social Studies: By May of 2028, total tested students will increase in student achievement in Social Studies to 87.0% proficient/distinguished.**

**Writing: By May of 2028, total tested students will increase in student achievement in Writing to 85.0% proficient/distinguished.**

**Science, Social Studies, and Writing Combined: By May of 2028, the Science, Social Studies, and Writing Combined Status Score will increase to 90 points in all student achievement.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			1.2 Racial Equity Walkthrough team will complete a walkthrough on each teacher in both Fall and Spring. Walkthrough will focus on evidence of ARE tool work in classrooms.		
	6B - There is a consistent coaching and learning walk system where every teacher gets face-to-face feedback and coaching from an administrator quarterly or four times a year minimum on their instruction (including culturally responsive teaching, grade level content, Deeper Learning, and classroom management). This is communicated in professional development and supported by	<ol style="list-style-type: none"> <li>All teachers will receive at least 2 walkthroughs per 6 week cycle, beginning in the 2nd six weeks, focused on Instructional Strengths aligned with the Rutherford Model of Instructional Coaching.</li> <li>All teachers will receive four coaching sessions each year focused on their professional growth goals and their instructional practices</li> </ol>	<ol style="list-style-type: none"> <li>A Walkthrough Schedule will be published by administration by August</li> <li>Supervising Administrators will document each coaching conversation in the evaluation tracking log.</li> </ol>	<ol style="list-style-type: none"> <li>The Principal, Assistant Principals will document their completion of walkthroughs and coaching sessions throughout the year to ensure each teacher receives their walkthroughs and coaching sessions and is provided appropriate follow up and feedback.</li> <li>The Principal, Assistant Principals and AIC will utilize a walkthrough tool twice a year to specifically give feedback on Racial Equity Instructional Practices.</li> </ol>	\$0



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Goal 2 (State your science, social studies, and writing goal.):

**Science: By May of 2028, total tested students will increase in student achievement in Science to 60.0% proficient/distinguished.**

**Social Studies: By May of 2028, total tested students will increase in student achievement in Social Studies to 87.0% proficient/distinguished.**

**Writing: By May of 2028, total tested students will increase in student achievement in Writing to 85.0% proficient/distinguished.**

**Science, Social Studies, and Writing Combined: By May of 2028, the Science, Social Studies, and Writing Combined Status Score will increase to 90 points in all student achievement.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Professional Growth Plans (RE, BP, CC)			3. Walkthrough Trend Data will be shared in the Principal/AP PLC to inform next steps in Professional Development needs.	
	6C - Personalized professional development is embedded into the schedule, ongoing, and is timely to align with school-wide data trends. (RE, BP, CC)	<ol style="list-style-type: none"> <li>1. Develop a year long PD Plan that engages all available times to ensure there is a systematic and comprehensive approach to meeting all state, district, and school PD requirements.</li> <li>2. Provide teachers with choice in their ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 PD will be provided through Gold Days, Non-Flex Days, Faculty Meetings, Department Meetings, and embedded twice monthly during planning time.</li> <li>1.2 Teachers will be provided with a list of all training for the year, when they will occur.</li> <li>2.1 Staff will receive feedback from administrators during coaching sessions to help them identify</li> </ol>	<ol style="list-style-type: none"> <li>1. UPBEAT Survey feedback</li> <li>2. Reflections from PDs</li> <li>3. Staff Feedback through committees.</li> </ol>	\$0



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Goal 2 (State your science, social studies, and writing goal.):

**Science: By May of 2028, total tested students will increase in student achievement in Science to 60.0% proficient/distinguished.**

**Social Studies: By May of 2028, total tested students will increase in student achievement in Social Studies to 87.0% proficient/distinguished.**

**Writing: By May of 2028, total tested students will increase in student achievement in Writing to 85.0% proficient/distinguished.**

**Science, Social Studies, and Writing Combined: By May of 2028, the Science, Social Studies, and Writing Combined Status Score will increase to 90 points in all student achievement.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			choice PDs to attend throughout the year.		





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### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May of 2024, tested African American students will increase in student achievement in Math from 50% to 55%.</p>	<p>3C - PLCs use culturally responsive and equitable instruction in their curricular resources and lesson development, including but not limited to the ARE Tool, Curriculum Frameworks, Simple Pantry, etc. (RE, BP)</p>	<ol style="list-style-type: none"> <li>1. Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</li> <li>2. PLCs will also work with directly with counselors to identify students who may be challenged by a more rigorous math course and will encourage students and families to enroll in the course</li> <li>3. Teachers will conduct a REAP of their syllabi each year</li> </ol>	<p>1.1 The PLC Cycle protocol will embed Curriculum Framework and ARE tool resources and allow for teacher reflection of cultural competent practices that should be embedded in lessons.</p> <p>1.2 Racial Equity Walkthrough team will complete a walkthrough on each teacher in both Fall and Spring. Walkthrough will focus on evidence of ARE tool work in classrooms.</p>	<ol style="list-style-type: none"> <li>1. The Principal, Assistant Principals and AIC will review their assigned PLCs cycle notes monthly, and specifically review and provide any necessary feedback on the cultural competence reflection of staff.</li> <li>2. The Principal, Assistant Principals and AIC will utilize a walkthrough tool twice a year to specifically give feedback on Racial Equity Instructional Practices.</li> <li>3. Annual Review of growth in GAP/Minority students taking advanced math coursework.</li> <li>4. Review of REAP Submissions</li> </ol>	<p>\$0</p>



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<p>2.1 Counselors will continue to track the increase of GAP/Minority students who have engaged in an advanced level of Math.</p> <p>3.1 Submission of the REAP in August</p>		
	<p>5D - Schools have a clear system for Positive Behavior Intervention and Support (PBIS) with a team that meets for regular progress monitoring.</p>	<ol style="list-style-type: none"> <li>School Leaders will work with the Culture and Climate Committee to review all behavioral expectations outlined in our student handbook.</li> <li>The PBIS Committee will review high frequency behaviors and help create positive interventions to promote expected behaviors. These may include but are not limited to review of the RAMS meaning, creation of flyers and posters, creation of videos reviewing expectations, etc)</li> <li>The administration will provide clear protocols for dealing with</li> </ol>	<ol style="list-style-type: none"> <li>The PLC Cycle protocol will embed Curriculum Framework and ARE tool resources and allow for teacher reflection of cultural competent practices that should be embedded in lessons.</li> <li>Racial Equity Walkthrough team will complete a walkthrough on each teacher in both Fall and Spring.</li> </ol>	<ol style="list-style-type: none"> <li>The Principal, Assistant Principals and AIC will review their assigned PLCs cycle notes monthly, and specifically review and provide any necessary feedback on the cultural competence reflection of staff.</li> <li>The Principal, Assistant Principals and AIC will utilize a walkthrough tool twice a year to specifically give feedback on Racial Equity Instructional Practices.</li> </ol>	<p>\$0</p>



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>student behavior to ensure transparency and consistency of student accountability.</p> <p>4. Professional Learning Communities (PLCs) will ensure academic interventions are informed by frequent formative assessment data (including CERT, CFA, and other available assessment data) and are designed to accelerate growth. Students not meeting standards attend sessions in the MAC for individual tutoring during study skills classes or in Extended School Service (during or after school) or with the daytime interventionist.</p>	<p>Walkthrough will focus on evidence of ARE tool work in classrooms.</p>		
	<p>5E - Schools have a classroom management plan that aligns with the school-wide PBIS/MTSS Plans, and can be articulated by all stakeholders. (RE, CC)</p>	<p>1. Teachers will create (or adopt) the school's classroom management plan which incorporates the behavior expectations in the JCPS Student Behavior and Intervention Handbook, the Manual Student Handbook, the expected Tiered</p>	<p>1.1 School wide, consistent classroom management plans will be implemented.</p> <p>2.1 Regular review of these plans with parents</p>	<p>1. Documentation of classroom management plans linked in syllabi and/or posted for easy access to students.</p> <p>2. Documented review dates in the school's calendar</p>	<p>\$0</p>



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Behavior Response and specific classroom teacher rules.</p> <ol style="list-style-type: none"> <li>2. These will be reviewed at the beginning of the year with all parents and students as well as after each extended break with students.</li> <li>3. The PBIS committee will also work to develop a comprehensive list of recognition opportunities for students during their four years at Manual.</li> </ol>	<p>and students will be implemented</p> <p>3.1 A published list of recognition opportunities will be created for students and families to review and strive for.</p> <p>4.1 By the end of the 2023-2024 school year duPont Manual will increase the student response rate from the CSS from 44% to 50%.</p> <p>DHMS admin team will advertise the goals for this year to all student groups.</p> <p>DHMS admin team will utilize the students from the Racial Equity Team to help develop an action plan to recruit more students to complete the CSS in the 2023-2024 school year (Spring)</p>	<ol style="list-style-type: none"> <li>3. Final publication and release of duPont Manual recognition opportunities shared to families, students, and posted on our website.</li> </ol>	



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**4: English Learner Progress**

Goal 4 (State your English Learner goal.): English Learner: By May of 2028, all ELL students will increase in student achievement in KSA Reading and Math from 115.8 to 122.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May of 2024, all ELL students will increase in student achievement in KSA Reading and Math to have an index of 117 from 115.8.</p>	<p>3A - Schools have a system for monitoring and intentional time built in for collaboration and professional learning to drive the PLC process. (CC, BP)</p>	<ol style="list-style-type: none"> <li>Teachers will be assigned PLCs based on course load and identification of the content area of greatest need.</li> <li>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</li> <li>Professional Learning Communities (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support and/or a PLC goal reflection protocol for specialized/identified courses. CERT results (in 9th and 10th grade math and reading courses) and CFA data</li> </ol>	<p>1.1 Teachers will be provided an opportunity to provide input on the content of greatest need for PLC participation.</p> <p>1.2 The PLC Schedule will be created and published at the start of the 23-24 school year.</p> <p>2.1 The AIC and Content area Assistant Principals will visit PLCs monthly to support teachers in the PLC protocol process</p> <p>2.2 PLC's will submit their PLC cycle document into the PLC website for administrator review at the completion of each required unit (2 Full cycles per semester)</p> <p>3.1 Science and English PLC data will be reviewed three</p>	<ol style="list-style-type: none"> <li>Teachers will complete a google form to solicit their feedback and identify the PLC content they will focus on this year.</li> <li>PLC Schedule will be completed and published in August to the HS office</li> <li>A monthly review of PLC progress notes will be embedded in the AP/Principal PLC this year.</li> <li>For Science and Writing performance, the MTSS Committee will review student growth in CERT as well as identify students in need of academic intervention</li> </ol>	<p>\$0</p>



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Goal 4 (State your English Learner goal.):

**English Learner: By May of 2028, all ELL students will increase in student achievement in KSA Reading and Math from 115.8 to 122.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>are used to identify areas of growth for each student.</p>	<p>times a year by PLCs and Administration to identify students who need intervention and inform instructional practices</p>		
	<p>3C - PLCs use culturally responsive and equitable instruction in their curricular resources and lesson development, including but not limited to the ARE Tool, Curriculum Frameworks, Simple Pantry, etc. (RE, BP)</p>	<ol style="list-style-type: none"> <li>1. Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</li> <li>2. PLCs will also work with directly with counselors to identify students who may be challenged by a more rigorous math course and will encourage students and families to enroll in the course</li> <li>3. Teachers will conduct a REAP of their syllabi each year</li> </ol>	<ol style="list-style-type: none"> <li>1.1 The PLC Cycle protocol will embed Curriculum Framework and ARE tool resources and allow for teacher reflection of cultural competent practices that should be embedded in lessons.</li> <li>1.2 Racial Equity Walkthrough team will complete a walkthrough on each teacher in both Fall and Spring. Walkthrough will focus on evidence of ARE tool work in classrooms.</li> <li>2.1 Counselors will continue to track the increase of GAP/Minority students who</li> </ol>	<ol style="list-style-type: none"> <li>1. The Principal, Assistant Principals and AIC will review their assigned PLCs cycle notes monthly, and specifically review and provide any necessary feedback on the cultural competence reflection of staff.</li> <li>2. The Principal, Assistant Principals and AIC will utilize a walkthrough tool twice a year to specifically give feedback on Racial Equity Instructional Practices.</li> <li>3. Annual Review of growth in GAP/Minority students taking advanced math coursework.</li> <li>4. Review of REAP Submissions</li> </ol>	<p>\$0</p>



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Goal 4 (State your English Learner goal.):

**English Learner: By May of 2028, all ELL students will increase in student achievement in KSA Reading and Math from 115.8 to 122.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			have engaged in an advanced level of Math.  3.1 Submission of the REAP in August		





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5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):

**Climate and Safety: By May of 2028, the indicator rating for our non white students to Green.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2024, duPont Manual will improve the school belonging question “I feel like I am part of my school community” from 82% agreement to 85% agreement as measured by the JCPS CSS</p>	<p><b>5E</b> - Schools have a classroom management plan that aligns with the school-wide PBIS/MTSS Plans, and can be articulated by all stakeholders. (RE, CC)</p>	<ol style="list-style-type: none"> <li>Teachers will create (or adopt) the school’s classroom management plan which incorporates the behavior expectations in the JCPS Student Behavior and Intervention Handbook, the Manual Student Handbook, the expected Tiered Behavior Response and specific classroom teacher rules.</li> <li>These will be reviewed at the beginning of the year with all parents and students as well as after each extended break with students.</li> <li>The PBIS committee will also work to develop a comprehensive list of recognition opportunities for students during their four years at Manual.</li> <li>The students on the Racial Equity Committee will actively recruit more participation from students in the Comprehensive School Survey given each Spring.</li> </ol>	<p>1.1 School wide, consistent classroom management plans will be implemented.</p> <p>2.1 Regular review of these plans with parents and students will be implemented</p> <p>3.1 A published list of recognition opportunities will be created for students and families to review and strive for.</p> <p>4.1 By the end of the 2023-2024 school year duPont Manual will increase the student response rate from 44% to 50%.</p> <p>4.2 PBIS Committee will advertise the goals for</p>	<ol style="list-style-type: none"> <li>Documentation of classroom management plans linked in syllabi and/or posted for easy access to students.</li> <li>Documented review dates in the school’s calendar</li> <li>Final publication and release of duPont Manual recognition opportunities shared to families, students, and posted on our website.</li> <li>Review of CSS results in the Racial Equity Committee</li> <li>Published Safety reports in the Crimson Updates.</li> </ol>	<p>\$0</p>



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Goal 5 (State your climate and safety goal.):

**Climate and Safety: By May of 2028, the indicator rating for our non white students to Green.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		5. PBIS Committee will regularly review and share current safety data twice per year with all stakeholders	this year to all student groups.  5.1 Published releases of information in Principal's Crimson Update		
	<b>5C</b> - Schools effectively use high yield, culturally responsive practices to address student behavior and academics.	1. The Racial Equity Committee will analyze the results of the Equity Audit to identify high yield best practices and strategies to prioritize during the budgeting process.	1.1 The Racial Equity Committee will produce a list of items to purchase and implement in the 24-25 school year.  1.2 The SY24-25 budget will have money allocated to improving sense of belonging activities.	1. Racial Equity Committee monthly meeting minutes 2. Approved budget for the 24-25 SY.	\$10,000



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## 6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): Postsecondary: By May of 2028, postsecondary readiness for all students will increase to 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2024 duPont Manual seniors will improve the PostSecondary Readiness score from 96.3 to 97%</p>	<p><b>5F</b> - School meets bi-weekly for the purpose of analyzing and acting on attendance, behavior, and academic data, with an intense focus on issues of disproportionality. (RE, CC)</p>	<ol style="list-style-type: none"> <li>1. Conference with students yearly to identify academic areas of concern. Use of ACT Benchmark scores, CERT results, KPREP Proficiency Data.</li> <li>2. Transition Readiness Committee will identify students eligible for and enrolled in a CTE pathway to ensure students receive academic support and are prepared for the End of Program Assessment.</li> <li>3. Transition Readiness Committee will help identify students who should be encouraged to enroll in a Transition Readiness eligible Dual Credit Course.</li> <li>4. Provide ongoing support by counseling staff, faculty, AIC, and Student Support Team. Addressing Attendance issues. Home Visits</li> </ol>	<p>1.1 Students meet ACT College Readiness Benchmarks. Students may meet readiness standards through passing KYOTE.</p> <p>2.1 An increase in students who qualify as transition ready through CTE pathway completion.</p> <p>3.1 An increase in students who qualify as transition ready through Dual Credit Course completion</p> <p>4.1 Students attaining Transition Ready status will meet or exceed the state goal.</p>	<ol style="list-style-type: none"> <li>1. Monthly Student Success (PSR and Graduation) meetings to review progress towards meeting PSR.</li> <li>2. Use of the JCPS DMC Dashboard to monitor actual obtainment of PSR status.</li> </ol>	<p>\$0</p>



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**7: Graduation Rate**

Goal 7 (State your graduation goal.): <b>Graduation: By May of 2028, our graduation rate will maintain or exceed 99%.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By May 2024 duPont Manual seniors will maintain or exceed a graduation rate of 99%	<b>5F</b> - School meets bi-weekly for the purpose of analyzing and acting on attendance, behavior, and academic data, with an intense focus on issues of disproportionality. (RE, CC)	<ol style="list-style-type: none"> <li>Conference with students yearly to identify academic areas of concern. Use of ACT Benchmark scores, CERT results, KPREP Proficiency Data.</li> <li>Provide ongoing support by counseling staff, faculty, AIC, and Student Support Team.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Percentage of students graduating remains above 99%.</li> <li>2.1 Students fulfill all graduation requirements. Percentage of students graduating remains above the state goal.</li> </ol>	<ol style="list-style-type: none"> <li>Monthly Student Success (PSR and Graduation) meetings to review progress towards meeting PSR.</li> <li>KDE State Report Card Gradation Data</li> </ol>	\$0



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### Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

***Please do not include any tables in this box. Narrative only, please.***

#### **MAINTAINED FOCUS**

Our school is maintaining many strategies to obtain our objectives for May of 2024: Math (80.4%), Reading (86%), GAP students' (AA) Math (55%), PSR (97%, and Graduation Rate (99%).

Our primary areas of focus, which we are maintaining from last year are:

- PLC Implementation
- Culturally Relevant Instructional Practices
- Effective Use of Data

Our focused Priority Criteria also remains the same as last year. Though strategies to achieve our objectives have altered slightly. The Key Elements are:

#### Academic Key Elements

- 3A - Schools have a system for monitoring and intentional time built in for collaboration and professional learning to drive the PLC process. (CC, BP)
- 3C - PLCs use culturally responsive and equitable instruction in their curricular resources and lesson development, including but not limited to the ARE Tool, Curriculum Frameworks, Simple Pantry, etc. (RE, BP)
- 6B - There is a consistent coaching and learning walk system where every teacher gets face-to-face feedback and coaching from an administrator quarterly or four times a year minimum on their instruction (including culturally responsive teaching, grade level content, Deeper Learning, and classroom management). This is communicated in professional development and supported by Professional Growth Plans (RE, BP, CC)
- 6C - Personalized professional development is embedded into the schedule, ongoing, and is timely to align with school-wide data trends. (RE, BP, CC)

#### Culture and Climate

- 5D - Schools have a clear system for Positive Behavior Intervention and Support (PBIS) with a team that meets for regular progress monitoring.
- 5E - Schools have a classroom management plan that aligns with the school-wide PBIS/MTSS Plans, and can be articulated by all stakeholders. (RE, CC)

We will continue our math support for students identified as African American to ensure continued growth. Instructional supports continue to be monitored through PLC teacher collaboration with additional support from the MTSS Committee and administration. Walkthrough tools and data analysis protocols continued to be used to monitor both of these groups to determine the root cause, suggestions for altering student supports, and progress monitoring.



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**MODIFIED FOCUS**

We are adding new objectives and strategies to obtain our goals for May of 2024 in the areas of Science (48%), Social Studies (79%), Writing (77%), and Quality of School (85%).

Our focused Priority Criteria also remains the same as last year. Though new strategies to achieve our objectives are also focused around our Key Elements below:

Academic Key Elements

- 3A - Schools have a system for monitoring and intentional time built in for collaboration and professional learning to drive the PLC process. (CC, BP)
- 3C - PLCs use culturally responsive and equitable instruction in their curricular resources and lesson development, including but not limited to the ARE Tool, Curriculum Frameworks, Simple Pantry, etc. (RE, BP)
- 6B - There is a consistent coaching and learning walk system where every teacher gets face-to-face feedback and coaching from an administrator quarterly or four times a year minimum on their instruction (including culturally responsive teaching, grade level content, Deeper Learning, and classroom management). This is communicated in professional development and supported by Professional Growth Plans (RE, BP, CC)
- 6C - Personalized professional development is embedded into the schedule, ongoing, and is timely to align with school-wide data trends. (RE, BP, CC)

Culture and Climate

- 5D - Schools have a clear system for Positive Behavior Intervention and Support (PBIS) with a team that meets for regular progress monitoring.
- 5E - Schools have a classroom management plan that aligns with the school-wide PBIS/MTSS Plans, and can be articulated by all stakeholders. (RE, CC)

All teachers and instructional support staff will be informed of the changes and continuously supported by administration. Implementation feedback will be gathered in order to ensure we regularly reflect upon our effectiveness of implementation of the new strategies.