

**DUPONT MANUAL HIGH  
SCHOOL IMPROVEMENT PLAN**

**Year 2010 - 2011**

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Larry Wooldridge

Responsible Person

Matthew Kingsley

Contact Person

**Approved Date:**

10/20/2010

**Members or Committee:**

Todd O'Bryan

Allison Hunt

Tim DeLong

# 2010 - 2011 SCHOOL IMPROVEMENT PLAN

## Executive Summary

### DUPONT MANUAL HIGH

#### **Mission**

duPont Manual will continue to strive, in a cooperative effort among faculty, staff, parents, students, district personnel, and the greater community to;

1. Nurture and sustain academic excellence for all students.
2. Provide diversified instruction to meet the needs of all identified learning styles.
3. Educate beyond the classroom through foreign/domestic travel, project-driven research and activities, community leadership, career pathways, performance and service.
4. Develop leadership through participation in clubs, organizations, activities, and athletics.
5. Strengthen community learners by providing meaningful and authentic community service learning opportunities.

The SBDM looked at the mission statement three years ago, felt it was still appropriate and passed its recommendation along to the faculty. During a faculty meeting, the faculty also deemed it appropriate and approved its continued use.

#### **Needs Assessment**

The faculty met on an in-service day and reviewed the KCCT data. Each department was charged to review their content area data and brainstorm means to improve Manual's overall score and the scores of the content areas. The departments focused on moving students to proficient and distinguished. Each department turned in a recommendation form to the administration. The administration reviewed the documents and included pertinent recommendations in the CSIP.

#### **Goals**

Each academic department chair (or magnet coordinator) was given the task of reviewing, modifying, and developing specific academic assessment goals, benchmarks, and strategies to adopt for his/her assigned content area. The assessment goals and recommendations from content areas were used to write each action component. Department chairs consulted with content area supervising administrators, teachers, and colleagues to determine benchmarks and strategies to be used during the school year for the purpose of documenting progress toward reaching the stated goals. Effective strategies were equated by members of each department and the administration, based on past practices and best practices. Strategies with proven valid evidence of yielding positive measurable outcomes have been retained.

#### **Evaluation**

The annual state assessment continues to be the primary document of evaluation for effectiveness. However, the ACT and AP exams also figure heavily into our accountability measures as these are our primary gauges for student college readiness. The Interim Performance Report identifies accountability measures as do the ACT and AP Profile Reports. As a supplementary support to the state's assessment tool, Manual continues to engage in on going state, district, school evaluations, and professional development. Modifications to instructional practices are made during the year through quality instructional teams and the sharing of quality learning modules among cohorts. Classroom learning walks continue to be used as reflection tools in determining student involvement and the level of relevance/rigor observed during classroom visitations. Academic Indexes for identified components on the Kentucky Core Content Test continue to be measured against the Adequate Yearly Progress Summary and Annual Measurable Objectives for each coinciding testing year.

#### **Stakeholders**

Listed below are committees and stakeholders involved in the Needs Assessment process and development of the Comprehensive School Improvement Plan. Data Review Team: Rebecca Donahoe (Reading), Matthew Kingsley (Assistant Principal), Darryl Farmer (Assistant Principal), Alice Hall (Science) , Beth Stottman (Social Studies), Alesia Williams (Writing), Glen Zwanzig (Science), Kathy Zwanzig (Math). CSIP Action Component Goal, Benchmarks, Strategies Work Team: All Department Chairs and directors of magnet programs, school-wide/school-based initiatives. (Alana Alford - VA, Diane Taylor - World Languages, Laura Spiegelhalter - Family Consumer Sciences/Practical Living/Vocational Studies, Allison Hunt - Social Studies, Shamika Johnson - Computer Science, Sharon Pass - ECE, J.C. Reedy and Brian Crady - YPAS, David Zuberer - Athletic Director, Marti Johnson, Dennis Robinson, Christy Teague, and Amy Medley - Guidance Department, Greg Kuhn - Assistant Principal; Larry Wooldridge - Principal. Planning Committee Members included: Larry Wooldridge - Chairperson and Budget Committee; Matthew Kingsley - Professional Development; Greg Kuhn - Admissions Committee; David Zuberer - Athletics and Activities Committee; - Curriculum, Instruction, and Assessment Committee; Ed Burton - Safety and Security Interventions; - School Climate Committee; David Dallman - School Technology Committee; Lisa Stevenson - Student Services/Interventions; Laura Spiegelhalter - School to Career/Grants/Awards Committee; Darryl Farmer - Extended School Services Committee Matthew Kingsley - School Assurance and Compliance; Greg Kuhn - Building/Facilities Best Practices/Innovations; Betsey Bell, Doug Deweese, Rayna Eberhardt, Peggy Heimerdinger, Danna Livers, Stacy Pendleton, Suzanne Sidebottom.

**Component: Academic Performance**  
**Component Manager: Larry Wooldridge**  
**Last Updated: 10/14/2010**  
**School: DUPONT MANUAL HIGH**

**Priority Need:**

In several content areas, ORQ performance is slipping and getting closer to the state average.

**Goal:**

ORQ average scores in each content area and content subgroup will increase by .5 points by May 2011. In the benchmarks below, the projected data numbers reflect the increases in ORQ scores for each time period.

**Benchmark**

Measure	Date	Projected Data	Actual Data
ORQ results/Free response	12/1/2010	.2	
ORQ results/Free response	3/1/2011	.2	
KCCT results/Free response	5/1/2011	.1	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		All underclassmen will receive mandatory training in writing and scoring ORQ's/free response.	Wooldridge	10/11/2010	5/26/2011	\$0 No Funding		
2		All teachers will receive mandatory training in developing and scoring ORQ's/free response.	Wooldridge	10/11/2010	5/26/2011	\$0 No Funding		
3		Learning teams will produce common ORQ's/free response in all content areas including math.	Wooldridge	10/11/2010	5/26/2011	\$0 No Funding		
4		ESS will be recommended to those students not meeting the ORQ/free response progressive standards in each of their subject areas.	Farmer	10/11/2010	5/26/2011	\$0 No Funding		

**Component: Academic Performance**  
**Component Manager: Larry Wooldridge**  
**Last Updated: 10/14/2010**  
**School: DUPONT MANUAL HIGH**

**Priority Need:**

Only 16% of the African Americans at Manual achieved the benchmark college readiness standards in all four subject tests of the ACT.

**Goal:**

In 2011, the percentage of African American students who reach the benchmark scores in all four areas will increase by 9 to 25%.

**Benchmark**

Measure	Date	Projected Data	Actual Data
10th grade ACT PLAN test	10/15/2010	16	
ACT Practice Test	12/1/2010	20	
ACT Practice Test	3/1/2011	25	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		TCA, Triumph College Admissions, online ACT prep will be purchased. This will allow targeted students to take a practice ACT test, and receive personalized feedback in the form of lessons tailored to items they missed on the practice test.	Wooldridge	10/11/2010	5/26/2011	\$3000 General Fund		
2		Offer ACT prep classes in each subject area to targeted students who performed below benchmark. Students have to pay for class, but FRL students would only be responsible for the book (~\$35). Practice ACT exam to be given at the conclusion of the class.	Wooldridge	10/11/2010	5/26/2011	\$0 No Funding		

**Component: Arts Humanities**

**Component Manager: Larry Wooldridge**

**Last Updated: 10/21/2009**

**School: DUPONT MANUAL HIGH**

**Priority Need:**

Art Humanities Index is no longer reported on the Kentucky Interim Performance Report. Manual will continue to make strides in increasing the number of students exposed to the various facets of visual/performing arts and foreign languages.

**Goal:**

Arts and Humanities will remain a vital part of Manual High School's Magnet Program through the Visual Arts and the Youth Performing Arts (YPAS) Magnets and by affording students in other magnets access to these areas for electives.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Common assessment or department quizzes for selected fine arts classes	12/1/2010	80	
Open Response Questions for selected classes	12/1/2010	80	
Common assessment or department quizzes for selected fine arts classes	3/1/2011	85	
Open Response Questions for selected classes	3/1/2011	85	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Review all content sub domain assessment areas. Identify targeted sub domains where student performance is at the lowest levels.	Wooldridge	10/11/2010	5/26/2011	\$0 No Funding		
2		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.	A/H Teachers	10/11/2010	5/26/2011	\$0 No Funding		
3		The art department will add a written component to their class critiques which should improve student writing ability as well as their ability to put their analyses to words.	Art Teachers	10/11/2010	5/26/2011	\$0 No Funding		

**Component: Learning Environment****Component Manager: Larry Wooldridge****Last Updated: 10/13/2010****School: DUPONT MANUAL HIGH****Priority Need:**

Upon review of the KCCT IPR, all departments at Manual identified a common theme that has much bearing on the results of the KCCT: many of our student do not take the KCCT test seriously. They believe it has no bearing on their future, post-high school plans.

**Goal:**

Manual will implement incentive strategies to heighten student awareness of KCCT's impact on their education as well as increase the seriousness students show towards the test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Mid-year school climate survey	12/1/2010	75	
School climate survey	3/1/2011	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Create public postings of students who score distinguished on KCCT. Place them in strategic areas for all to see.	Wooldridge	10/11/2010	5/26/2011	\$400 General Fund		
2		Inform students that KCCT scores will be placed on their official transcript.	Medley	10/11/2010	5/26/2011	\$0 No Funding		
3		Offer a multitude of other incentives throughout the year to students who perform at proficient or higher levels on the KCCT. Examples could be: preferred parking spaces, exemptions from certain exams, automatic, positive teacher recommendations, or school pays for an AP exam.	Wooldridge	10/11/2010	5/26/2011	\$0 No Funding		

**Component: Math**

**Component Manager: Larry Wooldridge**

**Last Updated: 10/13/2010**

**School: DUPONT MANUAL HIGH**

**Priority Need:**

In May 2010, the overall percentage of students scoring proficient or distinguished in Math at Manual was 78.19 as measured on the Kentucky Core Content Test. In May 2010, the percentage of African-American and FRL students scoring proficient or distinguished in Math were 62.03 and 64.71, respectively, as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the overall percentage of students scoring proficient or distinguished will increase by 5.45 for a total percentage of all students scoring proficient or distinguished in Math of 83.64 as measured on the Kentucky Core Content Test. By May 2012, the percentage of African-American and FRL students scoring proficient or distinguished in Math will increase to 79.94 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
All students CAS/Common assessment	12/1/2010	80.01	
All students CAS/common assessment	2/1/2011	81.83	
AA CAS/common assessment	12/1/2010	68	
AA CAS/common assessment	2/1/2011	74	
FRL CAS/common assessment	12/1/2010	69.79	
FRLCAS/common assessment	2/1/2011	74.87	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Develop a diagnostic math assessment for all freshmen to identify potential remediation needs and proper class placement.	Math Teachers	10/11/2010	5/27/2011	\$0 No Funding		
2	SB168	Administer Common assessments in Honors Level Courses during selected grading periods.	Hon. level teachers	10/11/2010	5/27/2011	\$0 No Funding		
3		Align KCCT and ACT content standards in order to ensure coverage of KCCT content.	Math Teachers	10/11/2010	5/27/2011	\$0 No Funding		
4	SB168	Extended School Services (ESS) Instruction addressing specific skill/ knowledge areas for targeted students in danger of failing a course, or identified as being novice/low apprentice in Mathematics. ESS to be offered during the school year as students needs are identified.	Farmer	10/11/2010	5/27/2011	\$7000 ESS		
5		Use KEMPT test for freshman and sophomores to identify gaps in knowledge and ensure proper math class placement.	Zwanzig	10/11/2010	5/26/2011	\$0 No Funding		
6	SB168	Embed KCCT activities such as ORQ's in all math courses.	Teachers	10/11/2010	5/26/2011	\$0 No Funding		

**Component: Practical Living**

**Component Manager: Larry Wooldridge**

**Last Updated: 12/4/2007**

**School: DUPONT MANUAL HIGH**

**Priority Need:**

Practical Living/Vocational Studies Index is no longer reported on the Kentucky Interim Performance Report.

**Goal:**

Manual High School's total Practical Living/Vocational studies will continue to expose Manual students to the various facets for PL/VS including but not limited to health education, physical education, consumerism, and occupational studies.

**Benchmark**

<b>Measure</b>	<b>Date</b>	<b>Projected Data</b>	<b>Actual Data</b>
Multiple Choice Practical Living Common Assessment	12/18/2010	80	
Multiple Choice Practical Living Common Assessment	4/2/2011	85	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Practical Living / Vocational Studies teachers review content sub domain assessment areas. Identify targeted sub domains where student performance was at the lowest levels.	Wooldridge	10/11/2010	5/26/2011	\$0 No Funding		
2		Modify Practical Living and Vocational Studies course content to align with the JCPS Core Content in appropriate assessment areas. Lesson units and student work samples will show documentation of addressing PL/VS core content components.	Spiegelhalter	10/11/2010	5/26/2011	\$0 No Funding		
3		Participate in Practical Living/ Vocational Studies Conferences (FBLA, FCCLA, etc.) and community-based school-to-career activities. Provide opportunities for students to attend and compete in FBLA, FCCLA events that enrich student's vocational studies skills in competitive and real-life settings.	Spiegelhalter	10/11/2010	5/26/2011	\$0 No Funding		
4		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.	Spiegelhalter	10/11/2010	5/26/2011	\$0 No Funding		
5		Continued implementation of computer technology courses offered throughout the magnet high school programs with emphasis placed on 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/IC3 programming.	Dallman	10/11/2010	5/26/2011	\$0 No Funding		
6		Health/P.E. department will begin utilizing ORQ's/free response questions as formative assessments.	Motley	10/11/2010	5/26/2011	\$0 No Funding		

**Component: Reading**

**Component Manager: Larry Wooldridge**

**Last Updated: 10/18/2010**

**School: DUPONT MANUAL HIGH**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Reading was 96.4 as measured on the Kentucky Core Content Test. In May 2010, the percentage of African-American and FRL students scoring proficient or distinguished in Reading was 89.71 and 90.77, respectively, as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring proficient or distinguished will increase by 0.9 for a total percentage of all students scoring proficient or distinguished in Reading of 97.3 as measured on the Kentucky Core Content Test. By May 2012, the percentage of African-American students scoring proficient or distinguished in Reading will increase to 92.62 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
CASCADE-All %P/D	12/1/2010	96.70	
CASCADE-All %P/D	3/1/2011	97.00	
AA %P/D-CAS	12/1/2010	90.2	
AA %P/D CAS	3/1/2011	90.7	
FRL %P/D - CAS	12/1/2010	91.0	
FRL %P/D-CAS	3/1/2011	91.3	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Institute RAMP-UP strategies in comprehensive and Honors level classes to assist previous year RAMP-UP kids who weren't able to enroll in a RAMP-UP class their sophomore year.	Donahoe	10/11/2010	5/26/2011	\$0 No Funding		
2		Reading in the Content Areas: Professional development to train a group of teachers from multiple disciplines on effective reading strategies in content areas. Reading for information will be stressed.	Donahoe	10/11/2010	5/26/2011	\$0 No Funding		
3		Integrate CASCADE testing throughout the freshman year as a formative assessment.	English Teachers	10/11/2010	5/26/2011	\$0 No Funding		
4		Since much of the reading test in KCCT is informational, Manual will continue to assign informational reading assignments throughout the summer and as supplemental readings during the school year.	English Teachers	10/11/2010	5/26/2011	\$0 No Funding		
5	SB168	Extended School Services (ESS) Instruction addressing specific skill/ knowledge areas for targeted students in danger of failing a course, or identified as being novice/low apprentice in Reading. ESS to be offered during the school year as students needs are identified.	Farmer	10/11/2010	5/26/2011	\$7000 ESS		
6		The theatre department will connect the study of drama to literacy using the following strategies: the reading and analysis of plays, essays, reviews and texts on the techniques of acting, directing, playwriting, and theatre history.	Theatre Teachers	10/11/2010	5/26/2011	\$0 No Funding		
7		The communication/Media Arts magnet will make Journalism 2 a sophomore level class. This class spends a lot of time reading critically.	Miller	4/1/2011	7/31/2011	\$0 No Funding		

**Component: Science**

**Component Manager: Larry Wooldridge**

**Last Updated: 10/20/2009**

**School: DUPONT MANUAL HIGH**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Science was 71.06 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring proficient or distinguished will increase by 7.24 for a total percentage of all students scoring proficient or distinguished in Science of 78.30 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
ORQ and MC common exams (i.e. CASCADE)	12/1/2010	73.47	
ORQ and MC common exams (i.e. CASCADE)	3/1/2011	75.88	
KCCT	5/1/2011	78.3	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Review disaggregated KCCT results to identify gaps in student achievement and specific areas of content weakness.	Science Teachers	10/11/2010	5/27/2011	\$0 No Funding		
2		Teachers will develop review study units for inclusion in junior level science courses. Study units will address the lowest subdomain areas and will include DVD review videos that were successfully utilized in previous years. Junior level science teachers will implement these mini-lessons throughout the school year.	Science teachers	10/11/2010	5/27/2011	\$0 No Funding		
3		Extended School Services (ESS) Instruction addressing specific skill/knowledge areas for targeted students in danger of failing a course, or identified as being a novice in Science. Services will be rendered as soon as a teacher identifies a student as needing assistance. Services will be based on the availability of funding each academic term and demonstration of student need in comparison to other core content areas.	Farmer	10/11/2010	5/26/2011	\$7000 ESS		
4		Develop a system to include ORQ's in all classroom assessments. District resource person will be invited to school to teach teachers how to implement and score these ORQ's in a meaningful way.	Science Teachers	10/11/2010	5/27/2011	\$0 No Funding		

**Component: Social Studies**

**Component Manager: Larry Wooldridge**

**Last Updated: 10/13/2010**

**School: DUPONT MANUAL HIGH**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Social Studies was 72.79 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring proficient or distinguished will increase by 6.8 for a total percentage of all students scoring proficient or distinguished in Social Studies of 79.59 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
CASCADE-All %P/D	12/1/2010	75.06	
CASCADE-All %P/D	3/1/2011	77.33	
KCCT-Reading	5/1/2011	79.59	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Teachers will learn to teach students multiple choice test taking strategies to improve student performance on the KCCT. It was recognized that students performed worse on the multiple choice items compared to the ORQ's.	Robinson/Kederis	10/11/2010	5/26/2011	\$0 No Funding		
2		Social studies teachers will participate in content area reading PD made available through the English department. This should make the student reading assignments more efficient and useful.	Stottman	10/11/2010	5/26/2011	\$0 No Funding		
3		Review ACT reading standards and utilize these in social studies classes.	Social St. Teachers	10/11/2010	5/26/2011	\$0 No Funding		
4		Administer CASCADE exams as formative assessments to gauge student progress towards KCCT benchmark.	Social St. Teachers	10/11/2010	5/26/2011	\$0 No Funding		
6		Extended School Services (ESS) Instruction addressing specific skill/ knowledge areas for targeted students in danger of failing a course, or identified as being novice/low apprentice in Social Studies. ESS to be offered during the school year as students needs are identified.	Farmer	10/11/2010	5/26/2011	\$7000 ESS		

**Component: Writing**

**Component Manager: Larry Wooldridge**

**Last Updated: 10/21/2009**

**School: DUPONT MANUAL HIGH**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Writing was 69.8 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring proficient or distinguished will increase by 7.55 for a total percentage of all students scoring proficient or distinguished in Writing of 77.35 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Content Area ORQ development	12/1/2010	100	
Junior level content area on demand writing	12/1/2010	100	
Inclusion of all 4 writing genres in all English classes	5/1/2011	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		11th Grade portfolio writing pieces will be collected from all content areas and added to student writing folder, and will be audited by a trained team of faculty members at the conclusion of the school year to identify beginning writers as students enter 12th grade.	Williams	2/1/2011	6/17/2011	\$0 No Funding		
2		Writing Workshops for Content Areas: Flexible Professional Development and Gold Day activities to assist teachers in understanding and identifying critical attributes of various writing forms across the curriculum.	Williams	10/11/2010	5/26/2011	\$0 No Funding		
3		Individualized Professional Development Activities: Teacher participation in national, regional, state, and local professional conferences that address issues and best practices in writing instruction.	Individual Teachers	10/11/2010	5/26/2011	\$0 No Funding		
4		A writing diagnostic test will be administered to all incoming freshmen. This will allow appropriate interventions to be created for individualized instruction.	Counselors	4/25/2011	7/31/2011	\$0 No Funding		
5		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 addressing writing for portfolio forms. The budgeted ESS funding for Writing is combined with Reading Component for a total of \$5723.00.	Farmer	10/11/2010	5/26/2011	\$7000 ESS		
6		English department will develop a progressive curriculum that will introduce the 4 genres of writing in the freshman year and then expand on that through the junior year.	English Teachers	10/11/2010	5/26/2011	\$0 No Funding		