

# **Comprehensive School Improvement Planning**

**School Name: duPont Manual High School**

**School Improvement Plan**

**2021-22**

**Principal: Michael Newman**

**School Improvement Team Members: Michael Newman, Jasmine Romans, Craig Klingenfus, & (ILT)**

# KDE/JCPS 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.

## Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

## JCPS Six Systems:

[System 1: Standards and Curriculum Implementation](#)

[System 2: Effective Use of Data](#)

[System 3: Collaboration, Planning, & Instructional Practices for Deeper Learning](#)

[System 4: Progress Monitoring and Analysis of Student Work](#)

[System 5: Academic and Behavioral Supports](#)

[System 6: Instructional Feedback and Professional Learning](#)

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan (CSI/ATSI schools may use their approved Turn Around Plans)

- The required school goals include the following:
  - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

## Considering Equity while Building an Improvement Plan

While setting goals and developing actions plans, reflect on whether there are potential equity issues in the strategies or activities for your school. Questions that might help facilitate this discussion might include: Who might this impact? In what ways might they be impacted? -- Who might not be impacted but should? -- What training is needed to fully deploy the strategies and activities? -- Whose voices may still need to be sought out and heard? -- Are there any strategies or activities that set up barriers?

## Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

## 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.

## duPont Manual 2021-22 School Improvement Goals

### 1a: Proficiency Goal (Reading and Mathematics)

<b>Goal 1 Proficiency in Math: By May of 2026, total tested students will increase in student achievement in mathematics to 85.7% proficient/distinguished.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
Objective 1: By May of 2022, total tested students will increase in student achievement in Math from 74.4% to 77.4%.	System 1: Standards and Curriculum Implementation	Teachers and school leaders will monitor student progression toward meeting standards.	Direct Measure: CFA Implementation by GCC/AIC, Assistant Principal, or Principal.	Walkthroughs	N/A
		School PD Plan includes MTSS Toolkit 1: Teacher Clarity including a focus on Empowering Classroom Culture, Prejudice Elimination and Equitable Pedagogy	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	N/A
		The ILT will study and design a Standards Based Instructional & Grading Model to begin implementation in 2022-2023	Completion of SBG Expectations and protocols for Manual	ILT Minutes	N/A
	System 2: Effective Use of Data	Professional Learning Communities (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support. Weekly PLC meetings and one monthly Quality Work meeting will occur with supervising Assistant Principal. MAP results are used to identify areas of growth for each student.	Direct Measure: Student Work Analysis Protocol by Mathematics PLC Teachers. AIC and BAC, MAP Results	Weekly Principal Reflection, AIC	N/A
		School Leaders and Professional Learning Communities (PLCs) ensure interventions and enrichments are informed by frequent formative 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).	Improvement Continuum Self-Assessment by Mathematics PLC Teachers, MAP Results	PLC Minutes Student Support Team	N/A
	System 3: Collaboration, Planning, & Instructional Practices for Deeper Learning	Formative assessments will be created collaboratively by teachers, include clear connections to grade level standards, and meet the criteria for high-quality assessments. Students are placed in course levels based on a math placement exam taken before school begins.	Direct Measure: CFAs reviewed by Academic Instructional Coach (AIC), Quality work analysis in PLCs monitored by AIC, Assistant Principal, or Principal.	Weekly Principal Reflection, Student Support Team meetings, PLC minutes	N/A
		Teachers will utilize the JCPS MTSS Action Plan including the use of MTSS Toolkit 3: Modes of Instruction and Modes of Student Practice - Specifically focusing on Accelerated Learning Strategies	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	13,000 ESSER
	System 6: Instructional Feedback and Professional Learning	Manual will develop a school-wide walkthrough tool focused on Instructional Strengths aligned with the Rutherford Model of Instructional Coaching.	Direct Measure: Documentation of the walkthrough document creation	Ad Hoc Committee Meeting Minutes	N/A
		Admin and Teachers will be trained on The Artisan Teacher, Strengths Based Instructional Expectations and Coaching	Direct Measure: Completion of the contractual trainings. Evidence in walkthrough documentation	Attendance at Professional Development Training	42,000 ESSER
Objective 2: By May of 2023, total tested students will increase in student	System 1: Standards and Curriculum Implementation	Teachers and school leaders will actively monitor student progression toward meeting standards.	Direct Measure: CFA Implementation by GCC/AIC, Assistant Principal, or Principal.	Walkthroughs	N/A
		School PD Plan includes MTSS Toolkit 1: Teacher Clarity including a focus on Empowering Classroom Culture, Prejudice Elimination and Equitable Pedagogy	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	N/A

achievement in Math from 74.4% to 80.4%.		The ILT will study and design a Standards Based Instructional & Grading Model to begin implementation in 2022-2023	Completion of SBG Expectations and protocols for Manual	ILT Minutes,	N/A
	System 2: Effective Use of Data	Professional Learning Communities (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support. Weekly PLC meetings and one monthly Quality Work meeting will occur with supervising Assistant Principal. MAP results are used to identify areas of growth for each student.	Direct Measure: Student Work Analysis Protocol by Mathematics PLC Teachers. AIC and BAC, MAP Results	Weekly Principal Reflection, AIC,	N/A
		School Leaders and Professional Learning Communities (PLCs) ensure interventions and enrichments are informed by frequent formative 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).	Improvement Continuum Self-Assessment by Mathematics PLC Teachers, MAP Results	PLC Minutes Student Support Team	N/A
	System 3: Collaboration, Planning, & Instructional Practices for Deeper Learning	Formative assessments will be created collaboratively by teachers, include clear connections to grade level standards, and meet the criteria for high-quality assessments. Students are placed in course levels based on a math placement exam taken before school begins.	Direct Measure: CFAs reviewed by Academic Instructional Coach (AIC), Quality work analysis in PLCs monitored by AIC, Assistant Principal, or Principal.	Weekly Principal Reflection, Student Support Team meetings, PLC minutes	N/A
		Teachers will utilize the JCPS MTSS Action Plan including the use of MTSS Toolkit 3: Modes of Instruction and Modes of Student Practice - Specifically focusing on Accelerated Learning Strategies	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	13,000 ESSER

**3-5 year Long-term Goal 1 in Reading: By May of 2026, total tested students will increase in student achievement in Reading to 88.2% proficient/distinguished.**

<b>Objective (Short-term; increments of May 2022 and May 2023)</b>	<b>Strategy (JCPS Six Systems)</b>	<b>Activities (Six Systems Success Criteria)</b>	<b>Measure of Success (see list on pg. 2)</b>	<b>Progress Monitoring (see list on pg. 2)</b>	<b>Funding (write a list or NA)</b>
Objective 1: By May of 2022, total tested students will increase in student achievement in Reading from 76.4% to 79.4%.	System 1: Standards and Curriculum Implementation	Teachers and school leaders actively monitor student progression toward meeting standards.	Direct Measure: CFA Implementation by GCC/AIC, Assistant Principal, or Principal.	Walkthroughs	N/A
		School PD Plan includes MTSS Toolkit 1: Teacher Clarity including a focus on Empowering Classroom Culture, Prejudice Elimination and Equitable Pedagogy	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	N/A
		The ILT will study and design a Standards Based Instructional & Grading Model to begin implementation in 2022-2023	Completion of SBG Expectations and protocols for Manual	ILT Minutes,	N/A
	System 2: Effective Use of Data	Professional Learning Communities (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support. Weekly PLC meetings and one monthly Quality Work meeting will occur with supervising Assistant Principal. MAP results are used to identify areas of growth for each student.	Direct Measure: Student Work Analysis Protocol by Mathematics PLC Teachers. AIC and BAC, MAP Results	Weekly Principal Reflection, AIC,	N/A
		School Leaders and Professional Learning Communities (PLCs) ensure interventions and enrichments are informed by frequent formative assessment	Improvement Continuum Self-Assessment by Mathematics PLC Teachers, MAP Results	PLC Minutes Student Support Team	N/A

		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).			
	System 3: Collaboration, Planning, & Instructional Practices for Deeper Learning	Formative assessments will be created collaboratively by teachers, include clear connections to grade level standards, and meet the criteria for high-quality assessments. Students are placed in course levels based on a math placement exam taken before school begins.	Direct Measure: CFAs reviewed by Academic Instructional Coach (AIC), Quality work analysis in PLCs monitored by AIC, Assistant Principal, or Principal.	Weekly Principal Reflection, Student Support Team meetings, PLC minutes	N/A
		Teachers will utilize the JCPS MTSS Action Plan including the use of MTSS Toolkit 3: Modes of Instruction and Modes of Student Practice - Specifically focusing on Accelerated Learning Strategies	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	13,000 ESSER
	System 6: Instructional Feedback and Professional Learning	Manual will develop a school-wide walkthrough tool focused on Instructional Strengths aligned with the Rutherford Model of Instructional Coaching.	Direct Measure: Documentation of the walkthrough document creation	Ad Hoc Committee Meeting Minutes	N/A
		Admin and Teachers will be trained on The Artisan Teacher, Strengths Based Instructional Expectations and Coaching	Direct Measure: Completion of the contractual trainings. Evidence in walkthrough documentation	Attendance at Professional Development Training	42,000 ESSER
Objective 2: By May of 2023, total tested students will increase in student achievement in Reading from 76.4% to 82.4%.	System 1: Standards and Curriculum Implementation	Teachers and school leaders actively monitor student progression toward meeting standards.	Direct Measure: CFA Implementation by GCC/AIC, Assistant Principal, or Principal.	Walkthroughs	N/A
		School PD Plan includes MTSS Toolkit 1: Teacher Clarity including a focus on Empowering Classroom Culture, Prejudice Elimination and Equitable Pedagogy	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	N/A
		The ILT will study and design a Standards Based Instructional & Grading Model to begin implementation in 2022-2023	Completion of SBG Expectations and protocols for Manual	ILT Minutes,	N/A
	System 2: Effective Use of Data	Professional Learning Communities (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support. Weekly PLC meetings and one monthly Quality Work meeting will occur with supervising Assistant Principal. MAP results are used to identify areas of growth for each student.	Direct Measure: Student Work Analysis Protocol by Mathematics PLC Teachers. AIC and BAC, MAP Results	Weekly Principal Reflection, AIC,	N/A
		School Leaders and Professional Learning Communities (PLCs) ensure interventions and enrichments are informed by frequent formative 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).	Improvement Continuum Self-Assessment by Mathematics PLC Teachers, MAP Results	PLC Minutes Student Support Team	N/A
	System 3: Collaboration, Planning, & Instructional Practices for Deeper Learning	Formative assessments will be created collaboratively by teachers, include clear connections to grade level standards, and meet the criteria for high-quality assessments. Students are placed in course levels based on a math placement exam taken before school begins.	Direct Measure: CFAs reviewed by Academic Instructional Coach (AIC), Quality work analysis in PLCs monitored by AIC, Assistant Principal, or Principal.	Weekly Principal Reflection, Student Support Team meetings, PLC minutes	N/A
		Teachers will utilize the JCPS MTSS Action Plan including the use of MTSS Toolkit 3: Modes of Instruction and Modes of Student Practice - Specifically focusing on Accelerated Learning Strategies	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	13,000 ESSER

2: Separate Academic Indicator (Writing, Science, or Social Studies)

<b>3-5 year Long-term Goal 2 in Science: By May of 2026, total tested students will increase in student achievement in Science to 76% proficient/distinguished.</b>					
<b>Objective (Short-term; increments of May 2022 and May 2023)</b>	<b>Strategy (JCPS Six Systems)</b>	<b>Activities (Six Systems Success Criteria)</b>	<b>Measure of Success (see list on pg. 2)</b>	<b>Progress Monitoring (see list on pg. 2)</b>	<b>Fundin g (write a list or NA)</b>
Objective 1: By May of 2022, total tested students will increase in student achievement in Science from 66.9% to 69.9%.	System 1: Standards and Curriculum Implementation	Teachers and school leaders actively monitor student progression toward meeting standards.	Direct Measure: CFA Implementation by GCC/AIC, Assistant Principal, or Principal.	Walkthroughs	N/A
		School PD Plan includes MTSS Toolkit 1: Teacher Clarity including a focus on Empowering Classroom Culture, Prejudice Elimination and Equitable Pedagogy	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	N/A
		The ILT will study and design a Standards Based Instructional & Grading Model to begin implementation in 2022-2023	Completion of SBG Expectations and protocols for Manual	ILT Minutes,	N/A
	System 2: Effective Use of Data	Professional Learning Communities (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support. Weekly PLC meetings and one monthly Quality Work meeting will occur with supervising Assistant Principal. MAP results are used to identify areas of growth for each student.	Direct Measure: Student Work Analysis Protocol by Mathematics PLC Teachers. AIC and BAC, MAP Results	Weekly Principal Reflection, AIC,	N/A
		School Leaders and Professional Learning Communities (PLCs) ensure interventions and enrichments are informed by frequent formative 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).	Improvement Continuum Self-Assessment by Mathematics PLC Teachers, MAP Results	PLC Minutes Student Support Team	N/A
	System 3: Collaboration, Planning, & Instructional Practices for Deeper Learning	Formative assessments will be created collaboratively by teachers, include clear connections to grade level standards, and meet the criteria for high-quality assessments. Students are placed in course levels based on a math placement exam taken before school begins.	Direct Measure: CFAs reviewed by Academic Instructional Coach (AIC), Quality work analysis in PLCs monitored by AIC, Assistant Principal, or Principal.	Weekly Principal Reflection, Student Support Team meetings, PLC minutes	N/A
		Teachers will utilize the JCPS MTSS Action Plan including the use of MTSS Toolkit 3: Modes of Instruction and Modes of Student Practice - Specifically focusing on Accelerated Learning Strategies	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	13,000 ESSER
	System 6: Instructional Feedback and Professional Learning	Manual will develop a school-wide walkthrough tool focused on Instructional Strengths aligned with the Rutherford Model of Instructional Coaching.	Direct Measure: Documentation of the walkthrough document creation	Ad Hoc Committee Meeting Minutes	N/A
		Admin and Teachers will be trained on The Artisan Teacher, Strengths Based Instructional Expectations and Coaching	Direct Measure: Completion of the contractual trainings. Evidence in walkthrough documentation	Attendance at Professional Development Training	42,000 ESSER

Objective 2: By May of 2023, total tested students will increase in student achievement in Science from 66.9% to 72.9%.	System 1: Standards and Curriculum Implementation	Teachers and school leaders actively monitor student progression toward meeting standards.	Direct Measure: CFA Implementation by GCC/AIC, Assistant Principal, or Principal.	Walkthroughs	N/A
		School PD Plan includes MTSS Toolkit 1: Teacher Clarity including a focus on Empowering Classroom Culture, Prejudice Elimination and Equitable Pedagogy	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	N/A
		The ILT will study and design a Standards Based Instructional & Grading Model to begin implementation in 2022-2023	Completion of SBG Expectations and protocols for Manual	ILT Minutes,	N/A
	System 2: Effective Use of Data	Professional Learning Communities (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support. Weekly PLC meetings and one monthly Quality Work meeting will occur with supervising Assistant Principal. MAP results are used to identify areas of growth for each student.	Direct Measure: Student Work Analysis Protocol by Mathematics PLC Teachers. AIC and BAC, MAP Results	Weekly Principal Reflection, AIC,	N/A
		School Leaders and Professional Learning Communities (PLCs) ensure interventions and enrichments are informed by frequent formative 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).	Improvement Continuum Self-Assessment by Mathematics PLC Teachers, MAP Results	PLC Minutes Student Support Team	N/A
	System 3: Collaboration, Planning, & Instructional Practices for Deeper Learning	Formative assessments will be created collaboratively by teachers, include clear connections to grade level standards, and meet the criteria for high-quality assessments. Students are placed in course levels based on a math placement exam taken before school begins.	Direct Measure: CFAs reviewed by Academic Instructional Coach (AIC), Quality work analysis in PLCs monitored by AIC, Assistant Principal, or Principal.	Weekly Principal Reflection, Student Support Team meetings, PLC minutes	N/A
		Teachers will utilize the JCPS MTSS Action Plan including the use of MTSS Toolkit 3: Modes of Instruction and Modes of Student Practice - Specifically focusing on Accelerated Learning Strategies	Improvement Continuum Self-Assessment by Mathematics PLC Teachers.	PLC Minutes	13,000 ESSER



### 3: Achievement Gap (Demographic Gap; Look in your Racial Equity Plan)

**3-5 year Long-term Goal 3: By May of 2026, African American students will increase in student achievement in mathematics to 66.1% proficient/distinguished. This is our largest GAP, currently demonstrated as African American students scoring 51.1% proficient/distinguished, while the white population scored 79.3% proficient/distinguished. That is a GAP of 28.2%.**

Objective (Short-term; increments of May 2022 and May 2023)	Strategy (JCPS Six Systems)	Activities (Six Systems Success Criteria)	Measure of Success (see list on pg. 2)	Progress Monitoring (see list on pg. 2)	Funding (write a list or NA)
Objective 1: By May of 2022, tested African American students will increase in student achievement in Math from 51.1% to 54.1%.	System 3: Collaboration, Planning, & Instructional Practices for Deeper Learning	AIC will facilitate ARE Tool work with PLCs	Teacher suggestion/feedback box in AIC office	AIC	N/A
		AIC will lead PLCs through the process to REAP classroom expectations and syllabi; REAP of lesson plans will begin second semester	Department chairs gather REAP information from teachers	Assistant Principals, AIC, Dept. Chairs	N/A
		Racial Equity Team members will provide resources for teachers	Use of resources during planning and instruction	Racial Equity Team Members, AIC, PLCs	N/A
	System 4: Progress Monitoring and Analysis of Student Work	Counselors will work directly with teachers to identify students who may be challenged by a more rigorous math course and will encourage students and families to enroll in the course	Increased enrollment of African American students in ADV, and AP Math Classes.	Student Support Team Minutes	N/A
	System 5: Multi Tiered Systems of Support	School Leaders and math PLCs will ensure interventions and enrichments are informed by frequent formative assessment data and are designed to accelerate growth. Students not meeting standards will be invited to attend sessions with either Peer Tutors or Faculty Interventionists for individual tutoring during study skills classes. Students may also attend Extended School Services (ESS) after school for additional enrichment.	Improvement Continuum Self-Assessment by Mathematics PLC Teachers, MAP Results	PLC Minutes Student Support Team	N/A
		AIC and Assistant Principals will engage PLCs with training on effective strategies for Differentiation and Engagement	Student Work Analysis Protocol by Mathematics PLC Teachers, AIC and BAC. MAP Results	PLC Minutes MAP Assessment Growth	N/A
		Counselors, the BAC, and the AIC will research best strategies/models for interventions and recommend a plan to be implemented in 2022-2023	Direct Measure: Completed Proposal of Plan	Resource Team Minutes	\$100,000 ESSER
System 6: Instructional Feedback and Professional Learning	Administrators and Teachers will attend the Rutherford Learning Group - Strengths Based Coaching Lab & Artisan Teacher professional development focused on coaching teachers, to provide feedback on culturally relevant teaching based on PLC expectations and instructional implementation.	Direct Measure: Completion of Training	Attendance at trainings, Work Samples from Training	\$42,000 ESSER	
Objective 2: By May of 2023, tested African	System 3: Collaboration, Planning, & Instructional	Continued use of ARE Tool work with PLCs	Teacher suggestion/feedback box in AIC office	AIC	N/A

American students will increase in student achievement in Math from 51.1% to 57.1%.	Practices for Deeper Learning	Continued REAP of lesson plans	Department chairs gather REAP information from teachers	Assistant Principals, AIC, Dept. Chairs	N/A
		Racial Equity Team members will provide resources for teachers	Use of resources during planning and instruction	Racial Equity Team Members, AIC, PLCs	N/A
	System 4: Progress Monitoring and Analysis of Student Work	Counselors will continue to work directly with teachers to identify students who may be challenged by a more rigorous math course and will encourage students and families to enroll in the course	Increased enrollment of African American students in ADV, and AP Math Classes.	Student Support Team Minutes	N/A
	System 5: Multi Tiered Systems of Support	School Leaders and math PLCs will ensure interventions and enrichments are informed by frequent formative assessment data and are designed to accelerate growth. Students not meeting standards will be invited to attend sessions with either Peer Tutors or Faculty Interventionists for individual tutoring during study skills classes. Students may also attend Extended School Services after school for additional enrichment.	Improvement Continuum Self-Assessment by Mathematics PLC Teachers, MAP Results	PLC Minutes Student Support Team	N/A
		AIC and Assistant Principals will engage PLCs with training on effective strategies for Differentiation and Engagement	Student Work Analysis Protocol by Mathematics PLC Teachers, AIC and BAC. MAP Results	PLC Minutes MAP Assessment Growth	N/A
		We will implement the recommended intervention plan.	Direct Measure: Master Schedule, Referral Process, Data Tracking System	Resource Team Minutes	\$100,000 ESSER

**4: Growth (Growth for KPREP – Elem & Middle only)**

Not Applicable

**5: Transition Readiness (High schools only)**

<b>3-5 year Long-term Goal 5: duPont Manual will achieve its Transition Readiness percentage of 96.2% by 2026.</b>					
<b>Objective (Short-term; increments of May 2022 and May 2023)</b>	<b>Strategy (JCPS Six Systems)</b>	<b>Activities (Six Systems Success Criteria)</b>	<b>Measure of Success (see list on pg. 2)</b>	<b>Progress Monitoring (see list on pg. 2)</b>	<b>Funding (write a list or NA)</b>
Objective 1: By May 2022 duPont Manual seniors will maintain or exceed a transition readiness rate of 95%	System 2: Effective Use of Data	Conference with students yearly to identify academic areas of concern. Identify any need for graduation course recovery. Junior and senior transcript review. Use of ACT Benchmark scores, MAP results, KPREP Proficiency Data. Students will either complete a magnet program or a CTE pathway.	Students meet ACT College Readiness Benchmarks. Students may meet readiness standards through passing KYOTE. Students may qualify as transition ready through CTE pathway completion.	Classroom Teachers, Counseling sessions, Counseling transcript review, Student Support Team	N/A
		Provide ongoing support by counseling staff, faculty, AIC, and Student Support Team. Addressing Attendance issues. Home Visits.	Students attaining Transition Ready status will meet or exceed the state goal.	Classroom Teachers, Counselors, Assistant Principals, Principal, Attendance Clerk, Academic Instructional Coach	N/A
Objective 2: By May 2022 duPont Manual seniors will maintain or exceed a transition readiness rate of 95%	System 2: Effective Use of Data	Conference with students yearly to identify academic areas of concern. Identify any need for graduation course recovery. Junior and senior transcript review. Use of ACT Benchmark scores, MAP results, KPREP Proficiency Data. Students will either complete a magnet program or a CTE pathway.	Students meet ACT College Readiness Benchmarks. Students may meet readiness standards through passing KYOTE. Students may qualify as transition ready through CTE pathway completion.	Classroom Teachers, Counseling sessions, Counseling transcript review, Student Support Team	N/A
		Provide ongoing support by counseling staff, faculty, AIC, and Student Support Team. Addressing Attendance issues. Home Visits	Students attaining Transition Ready status will meet or exceed the state goal.	Classroom Teachers, Counselors, Assistant Principals, Principal, Attendance Clerk, Academic Instructional Coach	N/A

**6: Graduation Rate (High schools only)**

**3-5 year Long-term Goal 6: duPont Manual will maintain or exceed the Graduation Rate of 98% by 2023.**

<b>Objective (Short-term; increments of May 2022 and May 2023)</b>	<b>Strategy (JCPS Six Systems)</b>	<b>Activities (Six Systems Success Criteria)</b>	<b>Measure of Success (see list on pg. 2)</b>	<b>Progress Monitoring (see list on pg. 2)</b>	<b>Funding (write a list or NA)</b>
Objective 1: By May 2022 duPont Manual seniors will maintain or exceed a graduation rate of 99%	System 2: Effective Use of Data	Conference with students yearly to identify academic areas of concern. Identify any need for graduation course recovery. Junior and senior transcript review. Use of ACT Benchmark scores, MAP results, KPREP Proficiency Data.	Students fulfill all graduation requirements. Percentage of students graduating remains above the state goal.	Counseling sessions, Counseling transcript review, Student Support Team	N/A
		Provide ongoing support by counseling staff, faculty, AIC, and Student Support Team. Addressing Attendance issues.	Students fulfill all graduation requirements. Percentage of students graduating remains above the state goal.	Counselors, Assistant Principals, Principal, Attendance Clerk, Academic Instructional Coach	N/A
Objective 2: By May 2022 duPont Manual seniors will maintain or exceed a graduation rate of 99%	System 2: Effective Use of Data	Conference with students yearly to identify academic areas of concern. Identify any need for graduation course recovery. Junior and senior transcript review. Use of ACT Benchmark scores, MAP results, KPREP Proficiency Data.	Percentage of students graduating remains above the state goal.	Counseling sessions, Counseling transcript review, Student Support Team	N/A
		Provide ongoing support by counseling staff, faculty, AIC, and Student Support Team.	Students fulfill all graduation requirements. Percentage of students graduating remains above the state goal.	Counselors, Assistant Principals, Principal, Attendance Clerk, Academic Instructional Coach	N/A

**7: Other (Any non-academic area; Optional for E, M, & H)**

<b>3-5 year Long-term Goal 7: The 2020 Manual Working Conditions shows the statement "My school thoughtfully nurtures all students of different races/ethnicities and cultures" has 88% "Agree" or "Strongly Agree." By spring, 2024, this rating will increase to at least 95% "Agree" or "Strongly Agree."</b>					
<b>Objective (Short-term; increments of May 2022 and May 2023)</b>	<b>Strategy (JCPS Six Systems)</b>	<b>Activities (Six Systems Success Criteria)</b>	<b>Measure of Success (see list on pg. 2)</b>	<b>Progress Monitoring (see list on pg. 2)</b>	<b>Funding (write a list or NA)</b>
Objective 1: By May 2022 the rating for "My school thoughtfully nurtures all students of different races/ethnicities and cultures" will increase from 88% to 90% "Agree" or "Strongly Agree."	System 5: Multi Tiered Systems of Support	Implement PBIS expectations created by the Culture and Climate Committee and train students on those expectations	Placement of PBIS Banners and Signs within the building & Power Point (or similar) Trainings for students	Verification of Signage, Documentation of completed Trainings with Students	\$5,000 School Based
		Manual will research and select a whole school SEL curriculum to embed into student course work.	Selection and purchase of SEL curriculum to be embedded in instruction	Purchase Orders & Scope and Sequence of Implementation into the School's Curriculum	\$5,000 ESSER
	System 6: Instructional Feedback and Professional Learning	Implicit Bias Training Update for staff	Completed Trainings in the Spring of 2022	PD Agendas and Reflections	N/A
		Student and Teacher Committees/Panels to allow feedback on how leadership and staff are fulfilling the goal.	Meeting Schedules (3 Times a semester)	Meeting Minutes	N/A
		Administrative Book Studies: Sister Citizen & Black Fatigue	Completed Book Readings with Admin	Reflection Documentation in Admin Team Minutes	\$500 School Based

## Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<b>Components Of Turnaround Leadership Development And Support:</b>
<b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? <b>Response:</b>
<b>Identification Of Critical Resources Inequities:</b>
<b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. <b>Response:</b>

**Targeted Subgroups and Evidence-Based Interventions:**

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

**Response:**

Evidence-based Activity (From the Activities column for each Goal/Objective)	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

**Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**

**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

**Response:**

## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

### Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity (From the Activities column for each Goal/Objective)	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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