

PAUL LAURENCE DUNBAR HIGH SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (KASC ACTION COMPONENT OPTION)

SCHOOL ASSURANCE REVIEW SCHOOL YEARS 2008-10

The Paul Laurence Dunbar school council and school planning committee reviewed the Assurances in the *Comprehensive School Improvement Planning Framework (2003)* prior to approval of our plan.

Anthony Orr, Principal
Chairperson, School Council

March 10, 2008
Date

Mary Lou Long, Academic Dean
Chairperson, School Planning Committee

March 10, 2008
Date

**Plan Approved by the School Council:
March 10, 2008
School Council Members:**

Anthony Orr, Principal	Kara Barnett, Teacher
Antonio Blackman, Associate Principal	Kevin Faris, Teacher
Ed Oakley, Associate Principal	Barrie Hart, Teacher
Deborah Ball, Parent	Karen Higdon, Teacher
David Ewen, Parent	Bryne Jacobs, Teacher
Rhonda Hall, Parent	Phil Lee, Teacher
Linda Noffsinger, Parent	Tonya Merritt, Teacher
Ron Tudor, Parent	Damian Minarik, Teacher
Cathy Wade, Parent	Bev Smith, Teacher

Note: Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2003-2004 are in the *Comprehensive School Improvement Planning Framework (2003)* and can be downloaded from the Web Page at:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

The 2008-2010 School Improvement Plan for Paul Laurence Dunbar has been created around the written vision plan and implementation of the second Smaller Learning Communities grant at our school. As we restructure and continue implementation of the plan, we will focus on the following initiatives that will personalize education for our students and improve student achievement:

1) Parental Involvement - *Improve school climate and parent/family communication*

- *Continue intentional parent conference nights.*
- *Expand parent conference night to additional off-site neighborhood locations for freshmen parents.*
- *Translate electronic sources of information that parents need to know into Spanish (electronic newsletter, voicemail system, website information, and Dunbar radio).*

2) Student Achievement –*(Increase student achievement and reduce the drop out rate)*

Improve the transition for our incoming 9th graders into high school, continue extra support for sophomores and juniors who are at-risk, and provide additional preparation for our seniors as they move from high school to post-secondary education and/or employment.

- *Create and implement “Formative Assessment and Analysis Teams” (FAATeams) comprised of junior teachers in the spring of 2008 who will meet on a regular, monthly basis to review the formative assessments of 11th grade students, track their progress, and implement needed academic interventions for those students who are falling behind. Analysis teams will be set up for each grade level in subsequent school years.*
- *Expand peer-to-peer mentoring programs within the school. Presently, upperclassmen serve as mentors in the PLD 101 and Writing 101 freshman classes. These peer mentoring opportunities will be expanded to include math, social studies and science courses.*
- *As an extension of the Freshman Academy, continue providing support to general level sophomores through the “Sophomore Coaching Initiative” which will take place in Sophomore General English and Practical Statistics classes.*
- *Use diagnostic assessment tools to target needs of students and create specific academic interventions. Track student achievement in reading and math by administering the MAP test to all freshmen and to general sophomores.*
- *Increase support for students taking AP classes for the first time through the Summerbridge program and “intensive care AP study halls”.*
- *Increase the percentage of students who successfully transition to the next grade or beyond. Continue existing credit recovery and create additional tutoring opportunities by hiring a .4FTE Credit Recovery teacher which will be funded through the second SLC grant.*

4) Equity - *Address our gap reduction targets*

- *Provide a common curriculum with common standards-based assessments and revisit those for revision and refinement.*
- *Hire a .4FTE certified position to serve as a coordinator for the placement and supervision of senior EBCE students who traditionally have not participated in this program and to focus on the expansion of dual credit enrollment of Dunbar students at BCTC.*
- *Use technology intensively in special education classes for formative assessment.*
- *Increase the number of students taking advanced placement classes for the first time through the Summerbridge program and Intensive Care Study Halls.*
- *Provide opportunities for all students to participate in extra-curricular activities through Activity Period.*

PROCESS SUMMARY

The legal requirements for Planning involve how you developed the Plan as well as what you put in the Components, and this Process section shows that you are in compliance on those issues. In the Process Summary, include information regarding the following:

1. Mission Statement Development and Review

PLD's first SBDM council created the school mission statement in 1993. During the 2004-05 school year, the teachers and administration completed a visioning process during which the school adopted a new vision that will guide the school in the upcoming years during the implementation phase of the Smaller Learning Communities grant. On November 6, 2007, teachers and administration revisited the mission statement for possible revision in the 2008-09 school year.

2. Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement or other comprehensive needs assessment process that was used.

The needs assessment process used for the development of the 2008-10 CSIP centered on Kentucky's Standards and Indicators for School Improvement standards: 1 – Curriculum, 2 – Classroom Evaluation/Assessment, 3 – Instruction, 4 – School Culture, 5 – Student, Family and Community Support, 6 – Professional Development. Information from parents, teachers, and students was collected through anonymous on-line surveys conducted through the Southern Association of Colleges and Schools website, specifically the National Study of School Evaluation.

3. Priority Needs, Causes, Goals, and Objectives.

The SBDM council first reviewed the priority needs, causes, goals, and objectives on March 27, 2006. The council reviewed these on December 11, 2006 and again on October 8, 2007. On December 10, 2007, Deanna Smith, head counselor, presented the school report card and Mary Lou Long, academic dean, reported on the school's improvement plan.

4. Substantive achievement gaps, gap targets, and time schedule for closing the gaps.

Discussions and planning around the achievement gaps is a continual process. The council adopted the Gap Reduction Targets in February 2005. The goal for closing these gaps is a product of the FCPS Gap Reduction Matrix, which moves all groups to the same point by 2008 and continues growth toward 100 in 2014.

5. Review drafts of the components.

SBDM council reviewed drafts on December 10, 2007 and February 11, 2008.

6. Review estimates and information for Section 7 requests (if any).

Not applicable.

7. When was the public meeting held to present the Plan to the community, and who attended.

Public meeting will be held on Monday, February 25, 2008.

8. When the revised plan was officially approved and adopted.

March 10th meeting of SBDM if no changes are suggested by IAKSS.

9. How the plan will be evaluated, and when.

Evaluation of the plan will take place as Implementation/Impact checks during the biennium cycle as required by the SBDM.

10. For each step listed above, what other stakeholders were involved and how? (You may include names and identify those who represent parents, teachers, other staff, other school and district stakeholders, primary parents, migrant parents, and your community's ethnic diversity.)

The CSIP management team:

Anthony Orr, Principal

Mary Lou Long, Academic Dean

Tonya Merritt, English Department Chair

Karen Young, Science Department Chair

Michelle Williams, Humanities Department Chair

Kara Feeback, Math Department Co-Chair

Stacy Clark, Math Department Co-Chair

Becky Barnott, Special Education Co-Chair

Beth Barnott, Special Education Co-Chair

Todd Bretz, Business/Technology Department Chair

Barbara Travis, Literacy Specialist

Karen Higdon, Media Specialist

Deanna Smith, Counselor

Students were represented through survey data and student focus groups. Parents were represented through survey responses and representation on the SBDM council.

Action Component: Family/Parent Involvement

District Name: Fayette County Public Schools

Component Manager: Mary Lou Long

School Name: Paul Laurence Dunbar High School

Date: Feb. 1, 2008

Priority Need	Goal (Addresses the Priority Need)
<p>Although the formal parent organization at Paul Laurence Dunbar is supportive and very active, the need remains for increased involvement of the parents of our students who are not achieving at proficient levels. Family/Parent involvement is crucial to helping students transition to post-secondary education or the work force.</p>	<p>To improve communication between the school and parents of students within all disaggregated groups.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A. Historically, parental participation in school-related events and activities decreases as students progress through elementary, middle, and to high school.</p> <p>B. The number of students at PLD with parents who do not speak English as their primary language increases annually.</p> <p>C. The formality and structure of a high school can intimidate families.</p> <p>D. Communication with parents sent home via students or through mail does not always reach the intended recipients.</p>	<p>A. (P1) Increase communication related to individual student achievement with parents of students not meeting their social and/or academic potential.</p> <p>B. (P2) Increase communication with families who do not speak English as their primary language.</p>

Parent/Family Involvement Component
And
Implementation & Impact Form
(2008-2010 School Years)

Component Leader: Mary Lou Long

Objective : (P1) Increase communication related to individual student achievement with parents of students not meeting their social and/or academic potential.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. For each parent conference night, teachers will create a needs-based list of students who most need a parent conference. Parents of those students will receive a personal invitation to attend conference night. After the need-based slots have been filled, the remaining slots will be offered to the rest of the student body.</p>	<p>Implementation: The guidance office staff and counselors will create a timeline and procedure for teachers to recommend students for conferences, as well as a timeline and procedure for notification of parents.</p> <p>Short-Term Measures of Success: Records of attendance will be kept for each conference night as well as frequency of communication with specific families.</p> <p>Long-Term Measures of Success: To gauge success of the activity we will compare attendance rates of our African American, Hispanic, low SES and Special Education families with attendance rates from past parent conference nights.</p>	<p>Teachers, Counselors, Guidance Office Staff</p>	<p>Fall 08 to Spring 09</p>	<p>\$500</p>	<p>SLC Grant (postage)</p>		

<p>B. During the spring semester of 2007-2008 and the fall and spring semesters of 2008-2009, Freshman Academy teachers will hold an additional off-site neighborhood parent conference night.</p>	<p>Implementation: The Freshman Academy teachers working with their principal, counselor, and academic dean will create a time-line and a procedure for identifying students and notifying parents for conferences in their neighborhood. Tentative plans are to use Cardinal Valley Elementary or C.V. Public Library as our first off-site location.</p> <p>Short Term Measure of Success: Records of attendance will be kept for each conference night as well as frequency of communication with specific families.</p> <p>Long-Term Measures of Success: To gauge success of the activity we will compare attendance rates of our African American, Hispanic, low SES and Special Education families with attendance rates from past parent conference nights.</p>	<p>Fr. Academy teachers, counselor, principal, academic dean and ESL teacher</p>	<p>Spring 2008 to Spring 2009</p>	<p>\$2400 (Sti-pends for 3 add'tl nights of parent conferences.(1 extra per semester) 36 hours x \$25 x 3 nights) \$800 (Printing & postage)</p>	<p>SLC grant</p>		
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Objective : (P2) Increase communication with families who do not speak English as their primary language.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Through coordination with the ESL support staff from IAKSS, interpreters will be available for parent conferences and to make contacts for teachers and the administration.	Implementation: PLD will receive a part time certified or classified position provided by IAKSS who will work with teachers, counselors, and administration to best determine how to meet the school's needs.	Academic Dean IAKSS ESL Coordinator for High Schools	Fall 06 to Spring 08	Salary for ESL staff	IAKSS ESL Office		
	Short-Term Measures of Success: Records will be kept regarding the number of students contacted and the number of conferences held.						
	Long-Term Measures of Success: Attendance rates and academic achievement of students with English as a second language will increase to meet the targets set by NCLB. Lines of communication for parents who do not speak English as their primary language will improve as measured by survey responses.						

Objective : (P2) Increase communication with families who do not speak English as their primary language.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B. Through coordination with our ESL support staff from IAKSS and our technology resource teacher, the electronic parent newsletter, the voice mail system, the PLD website and PLD radio broadcast will be available in Spanish. .	Implementation: All non-print forms of communication listed under Activity B will be translated and available for parents.	Academic Dean	Summer 2008	ESL salary	IAKSS ESL office		
	Short-Term Measures of Success: A record of each form of communication that have been translated will be kept along with completion dates.	ESL Resource Teacher	Spring 2010				
	Long-Term Measures of Success: Non-print forms of communication will be accessible to all parents, teachers, and staff. Communication will improve between the school and the families who do not speak English as their primary language as measured by survey responses.	Technology Resource Teacher					

Action Component: Student Achievement

District Name: Fayette County Public Schools

Component Manager: Mary Lou Long

School Name: Paul Laurence Dunbar High School

Date: Feb. 1, 2008

Priority Need	Goal (Addresses the Priority Need)																														
<p>Kentucky’s assessment and accountability system is in transition. The 2007 KCCT is new and standards for novice, apprentice, proficient and distinguished have changed. Because of that, the 2006 and 2007 data must be linked using a concordance table, which is a statistical process. There are two accountability index scores – Adjusted by Concordance and Nonadjusted.</p> <table border="1" data-bbox="130 610 821 737"> <thead> <tr> <th>2006 PLD’s Overall Academic Index</th> <th>2007 PLD’s Index Nonadjusted</th> <th>2007 PLD’s Index Adjusted by Concordance</th> </tr> </thead> <tbody> <tr> <td>85.9</td> <td>88.4</td> <td>90</td> </tr> </tbody> </table> <p>The non-adjusted index of 88.4 links the 2007 score to the previous 2006 score of 85.9 and shows that the trend for PLD is upward. In the previous biennium, Dunbar’s scores remained essentially flat, so this higher score indicates an improvement.</p> <p>The adjusted score of 90 provides connection to the absolute goal of proficiency (100) by 2014.</p> <p>While Dunbar can celebrate the good work that has occurred, we still have significant work to do to reach the goal of 100 by 2014.</p>	2006 PLD’s Overall Academic Index	2007 PLD’s Index Nonadjusted	2007 PLD’s Index Adjusted by Concordance	85.9	88.4	90	<p>PLD’s Scores by Content Area</p> <table border="1" data-bbox="1289 488 1707 899"> <thead> <tr> <th>Content Area</th> <th>2006-2007 Score</th> <th>Goal set last yr. for 2007-2008</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>99.2</td> <td>95</td> </tr> <tr> <td>Math</td> <td>84.46</td> <td>95</td> </tr> <tr> <td>Science</td> <td>81.9</td> <td>84</td> </tr> <tr> <td>Social Studies</td> <td>87.73</td> <td>95</td> </tr> <tr> <td>Arts & Hum.</td> <td>106.4</td> <td>90</td> </tr> <tr> <td>Prac. Living</td> <td>98.29</td> <td>95</td> </tr> <tr> <td>Writing</td> <td>67.33</td> <td>80</td> </tr> </tbody> </table> <p>To be on track with reaching the state’s goal for Dunbar, we must have an accountability index of 94.1 by 2010.</p>	Content Area	2006-2007 Score	Goal set last yr. for 2007-2008	Reading	99.2	95	Math	84.46	95	Science	81.9	84	Social Studies	87.73	95	Arts & Hum.	106.4	90	Prac. Living	98.29	95	Writing	67.33	80
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Causes and Contributing Factors	Objectives with Measures of Success																																													
<p>A. All assessed content areas contain significant achievement gaps among all disaggregated populations.</p> <p>B. Students scoring at the proficient or distinguished levels or higher on the CATS assessment break down in the following percentages as indicated on the 2005-2006 and 2006-2007 KPR report. Because of the new performance standards which were in place for the 2006-2007 assessment, comparison from 2006 to 2007 should be viewed as a trend up or down only, not as a precise measurement of growth.</p> <table border="1" data-bbox="178 472 808 760"> <thead> <tr> <th>Content Area</th> <th>2005-06</th> <th>2006-07</th> </tr> </thead> <tbody> <tr> <td>• Reading</td> <td>60%</td> <td>72%</td> </tr> <tr> <td>• Math</td> <td>57%</td> <td>56%</td> </tr> <tr> <td>• Science</td> <td>53%</td> <td>55%</td> </tr> <tr> <td>• Social Studies</td> <td>51%</td> <td>57%</td> </tr> <tr> <td>• PL/VS</td> <td>70%</td> <td>66%</td> </tr> <tr> <td>• Arts/Humanities</td> <td>58%</td> <td>82%</td> </tr> <tr> <td>• Writing Portfolio</td> <td>43%</td> <td>36%</td> </tr> <tr> <td>• On Demand Writing</td> <td>13%</td> <td>30%</td> </tr> </tbody> </table> <p>C. Students continue to score higher on the multiple choice sections of the test as compared to the open response questions. A comparison of percent correct on multiple choice questions as opposed to percent proficient and distinguished on open response questions is indicated below:</p> <table border="1" data-bbox="132 911 1031 1133"> <thead> <tr> <th>Assessed Content Area</th> <th>% Correct on Multiple Choice</th> <th>% Proficient and Distinguished on ORQs</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>82%</td> <td>42%</td> </tr> <tr> <td>Math</td> <td>79%</td> <td>58%</td> </tr> <tr> <td>Science</td> <td>77%</td> <td>58%</td> </tr> <tr> <td>Social Studies</td> <td>72%</td> <td>27.9%</td> </tr> <tr> <td>Arts & Humanities</td> <td>75.3%</td> <td>32.2%</td> </tr> </tbody> </table> <p>This comparison does not apply to the writing scores or the PLVS score which is based solely on multiple choice questions.</p> <p>D. Many students enter high school lacking basic skills in reading and math which impact achievement in other content areas.</p> <p>E. Twenty-seven percent of 9th graders failed one or more classes during the first semester of the 2005-06 school year. Numbers for the 2006-2007 school year are not yet available due to the switch to Infinite Campus.</p>	Content Area	2005-06	2006-07	• Reading	60%	72%	• Math	57%	56%	• Science	53%	55%	• Social Studies	51%	57%	• PL/VS	70%	66%	• Arts/Humanities	58%	82%	• Writing Portfolio	43%	36%	• On Demand Writing	13%	30%	Assessed Content Area	% Correct on Multiple Choice	% Proficient and Distinguished on ORQs	Reading	82%	42%	Math	79%	58%	Science	77%	58%	Social Studies	72%	27.9%	Arts & Humanities	75.3%	32.2%	<p>A. (SA-1) Will be addressed in equity component of CSIP.</p> <p>B. (SA-1) Will be addressed in equity component of CSIP.</p> <p>C. (SA-2) During each eyele of the biennium, the percentage of students scoring 3s and 4s on open response items on the CATS assessment will increase.</p> <p>D1. (SA-3) The students who enter PLD lacking basic skills in reading will show significant growth of skill as measured on the Measures of Academic Progress (MAP) assessment.</p> <p>D2. (SA-4) The students who enter PLD lacking basic skills in math will show significant growth of skill as measured on the MAP assessment.</p> <p>E. (A-5) The percentage of students who successfully transition to the next grade or beyond will increase each year.</p>
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<p>F. Our targeted students who have passed their freshman year still need continued academic support into their sophomore and junior years, particularly in the areas of reading and math.</p>	
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Student Achievement Component And Implementation & Impact Form

(2008-2010 School Years)

Component Leader: Mary Lou Long

Objective #. (SA-1) During each cycle of the biennium, the percentage of students scoring at proficient or distinguished levels will increase in all assessed content areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Create and implement “Formative Assessment and Analysis Teams” (FAAT) which will meet monthly in grade level content groups to review formative classroom assessments, analyze the results, and plan instruction for subsequent lessons.</p>	<p>Implementation: In the spring of 2008, junior FAATeams will serve as the pilot groups and will begin collecting data. In 2009-2010, other grade level FAATeams will be added.</p> <p>Short-Term Measures of Success: Each FAATeam will have a facilitator who will keep records and lead analysis of the formative assessment and re-teaching results throughout the school year.</p> <p>Long-Term Measures of Success: The KCCT index will increase to meet the target of 94.1 at the end of the 2008-10 biennium.</p>	<p>Principal Academic Dean</p> <p>Junior Teachers</p> <p>Selected English teachers to provide literacy inclusion</p> <p>Teacher-facilitators for each team</p>	<p>Spring 2008 to Spring 2010</p>	<p>Stipends</p>	<p>SLC Grant</p>		

<p>B. Expand peer-to-peer mentoring programs with the school. Presently upperclassmen serve as mentors in the 101 classes; these mentorships will be expanded into the ninth grade core classes.</p>	<p>Implementation: In 2008-2009 school year, upperclass math mentors will work with the Algebra I classes. During subject choice of that year, opportunities will be presented to upperclassmen in the other freshman content areas for the 2009-2010 school year.</p>	<p>Academic Dean Counselors Freshman Core Content Teachers</p>	<p>Fall 2008 to Spring 2010</p>	<p>None</p>			
	<p>Short-Term Measures of Success: Freshmen failures in core classes will be reduced as compared to previous years' failure rates.</p>						
	<p>Long Term Measures of Success: The KCCT index will increase to 94.1 at the end of the 2008-2010 biennium.</p>						

Objective SA2: During each cycle of the biennium, the percentages of students scoring 3's and 4's on open response items on the CATS assessment will increase.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. As an extension of the support provided in Freshman Academy, general level sophomores will receive 15 minutes of individualized and small group instruction in English and math classes each block through the Sophomore Coaching Program.</p>	<p>Implementation: All faculty (with the exception of Fr. Academy and special education teachers) will work with general sophomores for 15 minutes during their planning period on A or B day.</p> <p>Short-Term Measures of Success: Teachers will use results from classroom assessments, Learning Checks, and end of semester common exams to measure student growth throughout the school year. Open response averages will be at 3.0 or above on the various assessment measures.</p> <p>Long-Term Measures of Success: The percentage of student scoring 3's and 4's on the KCCT in 2010 will increase, and in turn the average open response score will be at 3.0 or above.</p>	<p>Academic Dean</p> <p>Math and English Department Chairs</p> <p>PLD Faculty</p>	<p>Fall 2008</p> <p>to</p> <p>Spring 2010</p>	<p>Subs or hourly teacher stipends to refine coaching materials</p>	<p>Prof. Dev.</p>		

Objective SA 3: The students who enter PLD lacking basic skills in reading will show significant growth of skill as measured on the Measures of Academic Progress (MAP) assessment.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. All students enrolled in all levels of English 1 and the general level of English 2 will be assessed using MAP. All students scoring below proficient levels will be referred for strategic intervention of skills.</p>	<p>Implementation: All students enrolled in English 1 will be tested during the months of August and May. General level students enrolled in English 2 will be tested during the months of September and March. Once results are obtained, teachers will use the Descartes Framework to identify skills/concepts that need to be introduced and/or developed for students.</p> <p>Short-Term Measures of Success: We will use growth reports from the MAP assessment program to determine short term success. Student English grades will also be tracked, but as a secondary source of information since many factors impact a student's grade.</p> <p>Long-Term Measures of Success: The KCCT reading index will increase to meet the target of 95.</p>	<p>Academic Dean</p> <p>Literacy Specialist</p> <p>English Teachers</p> <p>Guidance Counselors</p>	<p>Aug. 2008</p> <p>to</p> <p>May 2010</p>	<p>Approx \$15,000 per year</p>	<p>IAKSS Assessment Funds</p>		

Objective SA-4: The students who enter PLD lacking basic skills in math will show significant growth of skill as measured on the MAP assessment.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. All students enrolled in Everyday Algebra I and Practical Statistics will be assessed using the MAP. All students scoring below proficient levels will be referred for strategic intervention of skills.</p>	<p>Implementation: Students enrolled in Everyday Algebra I will be tested during the months of August and May. Students enrolled in Practical Statistics will be tested during the months of October and May. Once results are obtained, teachers will use the Descartes Framework to identify skills/concepts that need to be introduced and/or developed for students.</p> <p>Short-Term Measures of Success: We will use growth reports from the MAP assessment program to determine short term success. Student math grades will also be tracked, but as a secondary source of information since many factors impact a student's grade.</p> <p>Long-Term Measures of Success: The KCCT math index will increase to meet the target of 95.</p>	<p>Academic Dean Math Teachers Guidance Counselors</p>	<p>Aug. 2008 to May 2010</p>	<p>Approx. \$15,000 per year</p>	<p>IAKSS Assessment Funds</p>		

Objective SA-5 The percentage of students who successfully transition to the next grade or beyond will increase each year.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Students who fail core content classes will recover credits by completing a performance based credit program. (Traditional afternoon ESS credit recovery, summer school program, PLATO programs, or daytime waiver repeater classes.)	Implementation: Some offerings of performance-based credit and/or credit recovery were put into place during the 2007-2008 school year. With the hire of a .4 FTE position, additional openings in the credit recovery program and opportunities for individual tutoring will be available to students.	Principal Academic Dean Guidance Counselors	Fall 2008 to Spring 2010	\$21,000 (.4 Co-ordinator salary)	ESS and SLC Grant Funds		
	Short-Term Measures of Success: The number of retentions at the end of each school year will decrease.			(ESS Stipends for teachers)			
	Long-Term Measures of Success: Retention rates will decrease while our non-academic indicators (attendance, dropout rate, retention rate, successful transition to adult life) will improve.			\$3,000 (Add'l PLATO licenses)			

Action Component : Equity

District Name : Fayette County Public Schools

Component Manager : Mary Lou Long

School Name: Paul Laurence Dunbar High School

Date: May 1, 2007

Priority Need	Goal (Addresses the Priority Need)																																																																							
<p>Although CATS scores for Dunbar have shown improvement in the last biennium, the gaps between the following groups still exist:</p> <ul style="list-style-type: none"> • White and African American students • Middle/upper SES students and lower SES students • Students without special needs and those with special needs. <p>Dunbar has shown progress in closing the gap in reading between white and all disaggregated groups; however, because the reading score for all students improved, the progress in closing the gap for those targeted students is not as apparent as it would otherwise be.</p> <p>The targeted groups in math of African American students and students with low SES showed an improvement in the percent scoring proficient and distinguished. Students with disabilities showed a significant decline in their math scores and Caucasian students showed a slight decline in their math scores.</p>	<p>At the close of the 2008-2010 biennium, the percentage of students scoring proficient/distinguished in all disaggregated groups will increase at a faster rate than that of the general population. In addition, PLD will meet all the goals for reading and math set forth by No Child Left Behind legislation and SB 168. (See chart below).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Content Area</th> <th>Disaggregated Group</th> <th>Spring 06 % P/D</th> <th>Spring 07 % P/D</th> <th>Goal 2010</th> </tr> </thead> <tbody> <tr> <td>SB 168</td> <td>Reading</td> <td>African American</td> <td>28</td> <td>42*</td> <td>59.63</td> </tr> <tr> <td>SB 168</td> <td>Math</td> <td>African American</td> <td>20</td> <td>26</td> <td>59.88</td> </tr> <tr> <td>AYP</td> <td>Reading</td> <td>Caucasian</td> <td>68**</td> <td>79**</td> <td>59.63**</td> </tr> <tr> <td>AYP</td> <td>Reading</td> <td>Af. Am.</td> <td>28</td> <td>42 *</td> <td>59.63</td> </tr> <tr> <td>AYP</td> <td>Reading</td> <td>Disability</td> <td>16</td> <td>29*</td> <td>59.63</td> </tr> <tr> <td>AYP</td> <td>Reading</td> <td>SES</td> <td>35**</td> <td>43*</td> <td>59.63</td> </tr> <tr> <td>AYP</td> <td>Math</td> <td>Caucasian</td> <td>63**</td> <td>61**</td> <td>59.88**</td> </tr> <tr> <td>AYP</td> <td>Math</td> <td>Af. Am.</td> <td>20</td> <td>26*</td> <td>59.88</td> </tr> <tr> <td>AYP</td> <td>Math</td> <td>Disability</td> <td>13</td> <td>3</td> <td>59.88</td> </tr> <tr> <td>AYP</td> <td>Math</td> <td>Low SES</td> <td>20</td> <td>29*</td> <td>59.88</td> </tr> </tbody> </table> <p>*AYP = Adequate Yearly Progress ** = Current score exceeds goal</p>							Content Area	Disaggregated Group	Spring 06 % P/D	Spring 07 % P/D	Goal 2010	SB 168	Reading	African American	28	42*	59.63	SB 168	Math	African American	20	26	59.88	AYP	Reading	Caucasian	68**	79**	59.63**	AYP	Reading	Af. Am.	28	42 *	59.63	AYP	Reading	Disability	16	29*	59.63	AYP	Reading	SES	35**	43*	59.63	AYP	Math	Caucasian	63**	61**	59.88**	AYP	Math	Af. Am.	20	26*	59.88	AYP	Math	Disability	13	3	59.88	AYP	Math	Low SES	20	29*	59.88
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Action Component: Equity

District Name: Fayette County Public Schools

Component Manager: Mary Lou Long

School Name: Paul Laurence Dunbar High School

Date: Feb. 7, 2008

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> • The percentage of African American, Hispanic, low SES, and special education students scoring proficient/distinguished is below that of the school mean in all content areas. • Few seniors in our targeted groups choose classes such as EBCE or dual credit courses. • Students with disabilities need intensive individual formative assessment and remedial instruction to catch up in reading and math. • Low enrollment of African American and low SES students in Advanced Placement classes is a chronic situation. • The percentage of African American, Hispanic, low SES and students receiving special education services and who participate in extra-curricular activities is low. 	<p>A. (E-1) Gap reduction targets set by SB 168 and NCLB will be met.</p> <p>B. (E-2) Enrollment in EBCE and dual credit courses will increase among African American and low SES seniors who traditionally have not taken these courses.</p> <p>C. (E-3) Gap reduction targets set by SB 168 and NCLB will be met for our students with disabilities.</p> <p>D. (E-4) Increase the percentage of students taking Advanced Placement courses for the first time.</p> <p>E. (E-5) Increase the percentage of African American, Hispanic, low SES and students receiving special education service participating in extra-curricular activities.</p>

Equity Component And Implementation & Impact Form

(2006-2008 School Years)

Component Leader: Mary Lou Long

Objective : (E-1) Gap reduction targets set by SB 168 and NCLB will be met.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Teachers in all core content classes will continue to refine the common, standards-based semester exams that are aligned with the revised core content 4.1 and analyze the students' scores on these exams.</p>	<p>Implementation: Using curriculum alignment documents which have been developed and refined at the district level, Dunbar teachers have created standards-based common exams for courses which have multiple sections. In January, teachers in common courses will meet to analyze student exam results and the quality of their open response answers. Using that data, teachers will revise their common exam for the next year. The same process will be followed at the end of the spring common final exams.</p>	<p>Academic Dean Department Chairs All PLD Teachers</p>	<p>June 2008 to May 2010</p>	<p>Subs</p>	<p>Prof. Dev.</p>		
	<p>Short-Term Measures of Success: After baseline data is collected using the Fall 2008 semester exams, the percentage of students in all disaggregated groups meeting a proficient level standard on the common exam will increase.</p>						

	Long-Term Measures of Success: Since the common semester exams are both standards-based and aligned to the Kentucky Core Content 4.1, the percentages of students within all disaggregated groups scoring at least proficient will increase to meet the goals set forth by SB 168 and NCLB on the KCCT.						
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Objective : (E-2) Enrollment in EBCE and dual credit courses will increase among seniors who traditionally have not taken these courses.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Hire a .4FTE certified position to serve as coordinator for the placement and supervision of additional senior EBCE students who traditionally have not participated in this program and to focus on the expansion of enrollment in dual credit courses.	Implementation: A .4 teacher will be hired for this job in the summer of 2008 to begin planning for this initiative. Student recruitment would occur during subject choice in January 2009 and students would be placed for the 2009-2010 school year.	.4FTE "Career Pathways Coordinator"	Summer 2008 To Summer 2010	\$21,0000 (salary for coordinator)	SLC Grant		
	Short-Term Measures of Success: Coordinator will monitor student success and attendance using 6 wk. progress reports, conferences and on-site visits.			\$3,000 (books for dual credit classes)			
	Long-Term Measures of Success: Long term success will be tracked through the KCCT non-cognitive data such as drop-out rate and successful transition from high school.			\$4,000 (Dual Credit Scholarships)			

Objective : (E-3) Gap reduction targets set by SB 168 and NCLB will be met for our students with disabilities.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. To reduce the gap in math in our targeted group – students with disabilities – CPSs (Classroom Performance Systems or “clickers”) will be used on a regular basis with special education students for formative assessment.</p>	<p>Implementation: Five sets of 32-pad CPSrfUnits and Chalkboards will be purchased in the spring of 2008 and training of involved teachers by our TRT will begin in August of 2008. Classroom implementation will be in effect for 2008-2009 school year.</p>	<p>Technology Resource Teacher</p> <p>Special Education Teachers</p>	<p>Aug. 2008 to May 2010</p>	<p>\$28,000</p>	<p>SLC Grant</p>		
	<p>Short-Term Measures of Success: Formative assessment in math can occur almost immediately as teachers use this equipment with students. Math grades for students with disabilities will improve as measured by the MAP assessment and FAATeam analyses.</p>						
	<p>Long-Term Measures of Success: The gaps within this targeted group on the math portion of the KCCT will decrease as the academic index increases to meet the 2009-10 goal (refer to Student Achievement component).</p>						

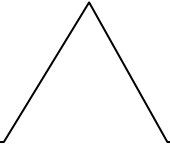
Objective : (E- 3) Gap reduction targets set by SB 168 and NCLB will be met for our students with disabilities.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>B. To reduce the gap in reading in our targeted group – students with disabilities and African Americans – two teachers will be sent to the National Summer Institute for READ 180 for in-depth training in this program.</p>	<p>Implementation: Dunbar already owns the site-license for stage C of READ 180. To improve teachers’ knowledge and skill in using this program, two people will attend the National Summer READ 180 Institute. Improvements in instruction will begin in 2008-2009 school year.</p>	<p>Academic Dean Literacy Specialist READ 180 Teachers</p>	<p>Summer 2008 to May 2010</p>	<p>\$3,000</p>	<p>SLC Grant</p>		
	<p>Short-Term Measures of Success: Students scores on the Scholastic Reading Inventory will improve by 100 lexiles during the school year as compared to their base-line score.</p>						
	<p>Long-Term Measures of Success: The gaps within this targeted group on the reading portion of the KCCT will decrease as the academic index increases to meet the 2009-10 goal (refer to Student Achievement component).</p>						

Objective : (E-4) Increase the number of students taking AP classes for the first time.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Institute a three day "Summerbridge Program" in the summer of 2008 to help new-comers to AP become familiar with the class struction and to receive help on summer assignments for AP courses	Implementation: Pay hourly stipend for teacher to develop and run the Summerbridge Program and to be the designated "Intensive Care" study hall supervisor for first time AP students.	Summerbridge Teacher	Summer 2008	Hourly stipend for summer program	SLC Grant		
	Short-Term Measures of Success: Six week grades, common assessment data, and learning check data.	Academic Dean	to Spring 2010				
	Long-Term Measures of Success: Numbers of students taking advanced placement courses and scoring at least a 3 on the AP exam will increase by 15% compared with the same numbers from the 2007-2008 school year.	Advanced Placement Teachers					

SBDM Council Reporting Timeline

Equity Component

Months	July 07	Aug 07	Sept 07	Oct 07	Nov 07	Dec 07	Jan 08	Feb 08	Mar 08	Apr 08	May 08	Jun 08
Action Component Activity												



Review the completed Action Component, and note the reporting dates written in the Progress Statement boxes. In these columns create a reporting timeline by recording the Action Component Activity #s in the appropriate places. Create a single timeline for each Action Component in the plan. Each SBDM Council Meeting should include an agenda item for reviewing long/short term progress reports for activities in the CSIP. This timeline will help the Component Manager by identifying specific activities for reporting to the Council at specific points of the year.

Months	Jan 06	Feb 06	Mar 06	Apr 06	May 06	Jun 06	July 06	Aug 05	Sept 05	Oct 05	Nov 05	Dec 05
OCO Activity	5A, 6B, 7B, 9A, 9B	6C, 10A, 10B, 12A, 15A, 15B, 16A	7A, 12A, 16B, 17A, 18A, 18B	6A, 6B, 8A, 16B, 19B, 19C	5A, 7B, 9A, 14A, 14B	1A, 4A, 15C, 17A, 18A, 18B, 19A	2-3A, 11A, 11B, 12A, 13A, 13B, 16A	15A, 15B	6A, 6C, 7A, 8A, 10A, 10B	2-3A, 5A, 6B, 7B, 9A, 9B, 12A, 19A	13A, 13B, 14A, 14B, 16B, 18A, 18B	1A, 4A, 15C, 16A, 17A, 19B, 19C