



2022-23 Phase One: Continuous Improvement Diagnostic  
for Schools - Frederick Douglass HS

**Frederick Douglass High School**  
**Lester Diaz**  
2000 Winchester Road  
Lexington, Kentucky, 40509  
United States of America

## **2022-23 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Lester Diaz



2022-23 Phase One: Executive Summary for Schools -  
Frederick Douglass HS

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2000 Winchester Road  
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## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Opening its doors in August of 2017, Frederick Douglass High School is the newest high school in Fayette County. Serving the families of the Winchester Road corridor and Hamburg, Douglass is built on the former site of Hamburg Farms, home of the first triple crown winner, Sir Barton. Unheard of for a first-year school, they are proud to have an active alumni association consisting of graduates from the original Douglass school. Originally on Price Road, Douglass School was well known for holding its students to high academic standards and pushing them to transcend barriers.

Part of the Academies of Lexington, Douglass is a wall-to-wall academy school ensuring that all students will complete coursework in a career pathway in addition to a high school diploma. After completing their ninth-grade year in the Freshman Academy, all students will select career pathways in one of three specialized academies: the Academy of Health Sciences, the Academy of Professional Services, or the Academy of Technology. Within the Academy of Health Sciences, students from outside our attendance area can apply for the Biomedical Sciences Magnet Program. Douglass is a diverse community, serving approximately 55% minority students with a 25% minority staff. Additionally, 50.3% of the students qualify for the federal free or reduced lunch program. Bringing together students from the multitude neighborhoods it serves, Douglass is proud of its diversity and works daily to build one proud Bronco community. The Douglass community strives to welcome and support all its students and families in the classroom and through a full complement of extra and co-curricular activities.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Frederick Douglass High School's vision is to elevate 21st-century learners into integrated citizens through academies that specifically cater to our population's diverse interests and professional opportunities in the community. This vision statement, collaboratively developed by the Douglass staff drives everything we do. The Douglass High School community believes that providing real world experiences and high levels of accountability for ALL students is the cornerstone for building a thriving school community.

### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Frederick Douglass high school is proud to uphold the traditions of the original Douglass school and honored to claim their alumni as its own. Since the school's opening in 2017, Douglass has strived for excellence in all aspects of its daily operations. Over the last three years we have seen steady growth in the number of students enrolled in AP courses and passing AP exams. The number of students earning industry certifications grows daily and our overall transition readiness percentage has increased sharply. Over the next three years we will continue to focus on growth in the areas of transition readiness, proficiency in Math and Reading, and closing our achievement gaps among our minority and ELL populations.

#### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

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#### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

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FDHS 2022-23 Phase Two:  
The Needs Assessment for Schools

**Frederick Douglass High School**  
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## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Frederick Douglass High School is a wall to wall academy school with each academy functioning as a small learning community (SLC). Each SLC has its own Academy Principal, Counselor and lead teacher. During weekly meetings, the team discusses student concerns along with systemic changes in student behavior, academic success, career readiness in academy pathways. All data is provided to the Academy Lead Teacher in the form of an all encompassing student data document that is updated weekly. This document includes assessments, course grades, attendance, behavior data, transition readiness, and demographic information. Student discussions are documented in a tracking document, which also lead to academy wide discussions of systemic issues that need to be addressed to further improvements across the school. Each academy handles discussions, tracking, and monitoring differently, but as student concerns escalate, they all refer students to the MTSS team for analysis and plan development. The MTSS team meets bi-weekly to discuss challenging students who need additional academic or behavior support to increase student achievement. The MTSS lead works in conjunction with the



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designated District MTSS director to improve the system for identifying/planning processes at FDHS. Something new for this year to help improve academic achievement and increase opportunities for students within the master schedule, would be the core academic PLC's meet bi-weekly along with whole department PLC meetings once a month after school. PLC's discuss district wide common assessments, which guide their instructional planning, common instructional strategies, areas of improvements, and any other topic related to student performance. The FDHS Executive Admin team meets each week and discusses current successes, areas of improvement and other topics related to student performance. The lead counselor, College & Career Readiness Coach, and Building Assessment Coordinator report out recent updates, current status and areas to target for student achievement. Effective for the 2022-2023 school year, FDHS has a full time Reading and full time Math interventionist. They meet weekly with the Building Assessment Coordinator to track Cohort 5 students and targeted students identified through MTSS. SBDM committees that focus on student achievement are Curriculum and CSIP. Each committee meets at least once a month and submits agenda/notes to the formal SBDM committee monthly.

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Previous plans are working and we are making improvements.

We have hired an additional interventionist in the area of math to work on foundational skills in 9th and 10th grades.

A progress monitoring process was implemented for all reading and math interventions.

Our previous goal for reading of 48.19% Proficient or Distinguished was exceeded by attaining a percentage of 51%.

The 42.5% Proficient or Distinguished in math goal was not met; we scored 39%.

The Access goal of increasing the composite score by .5 was not attained and we stayed at an overall composite of 3.1.

We had set a goal of increasing the percentage of African American students scoring in Proficient or higher range in Math to 28.3% but only attained 25%. This was still an increase from previous years.

We had set a goal of increasing the percentage of African American students scoring in Proficient or higher range in Reading to 32.8% and attained 37%.

The graduation rate and secondary readiness goals were both surpassed.

## Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The graduation rate and transition readiness rates both increased drastically this year.

Reading and Math proficiency increased slightly as a whole. While this is good news, the trends suggest further support is needed for African American populations, English Language Learners, and Special Learners.

## Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

51% of our students scored proficient in Reading compared to the state average of 44%

25% of our African American students scored proficient in Math compared to the state average of 18%

While behavior data indicates an increase in overall discipline incidents from previous years, it must be noted that COVID had an impact on student and staff mental health.

There was an increase in Staff absences from prior years.

## Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Based on KSA Data we are a Targeted Support school for our special learners population. Current proficiency levels:

Reading - 3%

Math - 6%

Graduation Rate - 79.85%

Though not identified for target support we also know our English Learners and African American populations are areas for concern.

English Learners:

Reading proficiency - 4%

Math proficiency - 4%

Graduation Rate - 78.3%

African American students:

Reading proficiency - 37%

Math proficiency - 25%

Graduation rate - 91.55%

#### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Reading proficiency has increased from 41.5% to 51%. The tracking system and additional support provide by interventionists appear to be working.

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Likewise, Math intervention and progress monitoring is contributing to the growth in this area.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[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](#)

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

As a school we focus on Academics, Behavior, and Culture. Within each of these three areas, we have identified areas for growth and use those areas to drive the decision making process. Academically, we are focused on Academic and Career/ Transition readiness through an increased emphasis on Key Core Work Processes 1, 2, and 3. Ongoing work within professional learning communities focuses on standards and instruction. Through small learning communities and the academy structure, we focus on standard acquisition, ACT benchmarks, and Industry certifications, while also offering extensions of the core in the form of advanced placement and dual credit courses. Behaviorally, the focus is on key core work process 6, establishing learning culture and environment. Specifically there is a focus on classroom engagement through the implementation of walk through formative feedback, targeted professional learning in culturally responsive teaching and learning and an emphasis on making content relative to specific career academy pathways. Culturally, we are focused on support systems for students, key core work process 5. Through the academy structure, small learning communities discuss student academic and behavioral data and target support and intervention for students. This includes multi-tiered systems of support, school-wide positive

behavioral interventions and supports, and an advisory period focusing on assessment strategies and social emotional learning. The Climate and Culture survey data from state assessment indicates a need for continuing improvement in the areas of cyber-bullying, consistent consequences for all students. Positives from this data are that 87% of students agree or strongly agree that adults care about them, and 92% of students feel like there is an adult who will listen to them if needed.

**Frederick Douglass High School**

**Comprehensive School Improvement Plan (CSIP)**

**2022-2025**

## 1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):By 2025, Frederick Douglass High School will increase Reading proficient and distinguished level to 66% as measured by KSA. Current level is 51%. By 2025, Frederick Douglass High School will increase Math proficient and distinguished level to 54% as measured by KSA. Current level is 39%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frederick Douglass will increase the Reading proficiency rating from 51% to 56% by the end of the 2022-2023 school year.	KCWP 1: Design and Deploy Standards. Ensure validity and alignment of curriculum with state/essential standards that support instruction and assessment that is paced accurately.	ACT Prep will be used in all core content classes. Pre-tests and prior assessment data will be used to identify areas of need and differentiate materials. Extensive ACT Prep Sessions will be offered to students who are 1-2 points away from meeting the benchmark.	Students will be considered successful upon meeting benchmarks in their area of need.	Monitoring will take place in the ACT prep (Core Content Classes) with ACT passages/questions, ACT MOCK Exam, and the ACT. Instructional coach will monitor implementation.	School level staff will develop curriculum. School funds cover any necessary materials.
		District adopted a curriculum for Language arts that will be used in all courses.	Student success will be measured by standard acquisition and course completion.	Teachers monitor progress in their classes. PLC's will monitor student progress and implement changes when needed.	District Provided funding for all materials for English Classes.
	KCWP 5: Design, Align and Deliver Support. Provide literacy professional development to a cross-curricular team of teachers in order to build literacy instruction into all classes.	KYCL literacy grant funds are used to provide literacy PD to teachers using the ALM literacy framework.	Success will be measured by the inclusion of literacy strategies in classrooms of all teachers in the grant cohort.	Administrators will monitor literacy inclusion in teachers' classrooms through the walk-through process.	KYCL grant
	KCWP 4: Review, Analyze and Apply Data Teachers use different types of assessments to ensure a balanced approach. Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will monitor student data in PLC/SLC. PLC teachers discuss common curriculum, student assignments, and common assessments. SLC's will discuss academic and non-academic indicators as made available to them with the academy data dashboard data tool provided by the administrative team.	Students will be successful when they reach proficiency in Reading. Students moving out of the Novice range will also be considered a successful step.	Data analysis will take place in PLC/SLC focusing student test scores, ACT scores, MAP Scores, CCR, progress towards transition readiness, and course completion. Academy meeting minutes will serve as evidence collection at least monthly.	None Required

Objective 2: Frederick Douglass will increase the Math proficiency rating from 39% to 44% by the end of the 2022-2023 school year.	KCWP 1: Design and Deploy Standards Assurance the current curriculum(s) is valid (e.g.,aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	Curriculum is set and provided by the district. All students have access to Pearson Realize and the Pearson math curriculum. This curriculum is designed to provide ongoing support and remediation for students at all levels of math proficiency.	Success is directly related to standard attainment as evidenced through common assignments and common assessments.	District Math walkthroughs, Admin Walkthroughs, Formal Observations.	None Required
	KCWP 5 Math intervention plan Students who are struggling in math will receive targeted intervention to increase math proficiency and decrease the achievement gap.	9th grade students were identified for intervention by their MAP scores. Students at the 25% tile or below will receive weekly check in and respective interventions through pull out methods with the math interventionist and during advisory.	Success will be measured by freshmen math scores at the end of the school year.	Progress will be monitored by math interventionists, math department chair, and administration.	None required.
		12th graders who have not met benchmark on the ACT will receive intervention through their math course and/or through the math interventionist and take the KYOTE assessment for college readiness.	Success will be measured by 12th grade student KYOTE scores.	Progress will be monitored by math interventionists, math department chair, and administration.	None required.
	KCWP 4: Review, Analyze and Apply Data Teachers use different types of assessments to ensure a balanced approach. Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will monitor student data in PLC/SLC. PLC teachers will discuss common assignments and common assessments. SLC's will discuss academic and non-academic indicators as made available to them with their Academy data dashboard.	Success will be evident through increased common assessment scores, increased student grades, increased assessment scores and through PLP contact records.	Common assessment data will be discussed during PLC Meetings and recorded in their minutes.	None Required



## 2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2025, Frederick Douglass High School will increase Science proficient and distinguished level to 35% as measured by KSA. Current level is 20%. By 2025, Frederick Douglass High School will increase Social Studies proficient and distinguished level to 56% as measured by KSA. Current level is 41%. By 2025, Frederick Douglass High School will increase Combined Writing proficient and distinguished level to 68% as measured by KSA. Current level is 53%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frederick Douglass will increase the Science proficiency rating from 20% to 25% by the end of the 2022-2023 school year.	KCWP 1: All students will follow the revised course of study for Science.	All students will be provided appropriate instruction in Biology, Chemistry, and Physics and will be offered other science courses based on student interest and staff certifications.	Success will be measured through science course completion and proficiency of KCAS standards as evidenced on state assessments.	Course completion progress will be monitored by the counseling department through scheduling meetings and transcript audits. Student progress will be monitored by science department PLC meetings.	Covered by staffing allocation
Objective 2: Frederick Douglass will increase the Social Studies proficiency rating from 41% to 46% by the end of the 2022-2023 school year.	KCWP 1: All students will follow the revised course of study for Social Studies.	All students will be provided appropriate instruction in social studies and will be offered additional courses based on student interest and staff certifications.	Success will be measured through social studies course completion and proficiency of KCAS standards as evidenced on state assessments.	Course completion progress will be monitored by the counseling department through scheduling meetings and transcript audits. Student progress will be monitored by social studies department PLC meetings.	Covered by staffing allocation.
	KCWP 2: Implementation of Comprehensive Literacy Policy	Continued professional development through the KYCL literacy grant to improve tier 1 instruction across all content areas.	Success will be measured using walkthrough data that demonstrates literacy strategies used in instruction by KYCL cohort teachers.	Progress will be monitored by administration through the walkthrough process.	Covered by the KYCL grant
Objective 3: Frederick Douglass will increase the Combined Writing proficiency rating from 53% to 58% by the end of the 2022-2023 school year.	KCWP 2: Implementation of Comprehensive Literacy Policy	Continued professional development through the KYCL literacy grant to improve tier 1 instruction across all content areas.	Success will be measured using walkthrough data that demonstrates literacy strategies used in instruction by KYCL cohort teachers.	Progress will be monitored by administration through the walkthrough process.	Covered by the KYCL grant

### 3: Achievement Gap

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

<b>Goal 3 - Achievement Gap Goal - By 2025 Frederick Douglass high school will decrease the percentage of African American Students scoring novice to 15% or less in Math and 14% or less in Reading as measured by KSA Results.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
Objective 1: Frederick Douglass High School will decrease the percentage of African American students scoring novice in Math to 31% or less by the end of the 2022-2023 school year.	KCWP 5: Math intervention plan Students who are struggling in math will receive targeted intervention to increase math proficiency and decrease the achievement gap.	9th grade students were identified for intervention by their MAP scores. Students at the 25%tile or below will receive weekly check in and respective interventions through pull out methods with the math interventionist and during advisory.	Success will be measured by freshmen math scores at the end of the school year.	Progress will be monitored by assessment coordinator, math interventionists, math department chair, and administration.	None required.
		12th graders who have not met benchmark on the ACT will receive intervention through their math course and/or through the math interventionist and take the KYOTE assessment for college readiness.	Success will be measured by 12th grade student KYOTE scores.	Progress will be monitored by assessment coordinator, math interventionists, math department chair, and administration.	None required.
	KCWP 4: Review, Analyze and Apply Data Teachers use different types of assessments to ensure a balanced approach. Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will monitor student data in PLC/SLC. PLC teachers discuss common curriculum, student assignments, and common assessments. SLC's will discuss academic and non-academic indicators as made available to them with their Academy Data Dashboard tool.	Students will be successful when they reach proficiency in Reading. Students moving out of the Novice range will also be considered a successful step.	Data analysis will take place in PLC/SLC focusing on student test scores, ACT scores, MAP Scores, CCR, progress towards transition readiness, and course completion. Academy meeting minutes will serve as evidence collection at least monthly.	None required
Objective 2: Frederick Douglass High School will	KCWP 4: Review, Analyze and Apply Data Teachers use different types	Teachers will monitor student data in PLC/SLC. PLC teachers discuss common curriculum, student	Students will be successful when they reach proficiency in	Data analysis will take place in PLC/SLC focusing student test scores, ACT scores, MAP Scores, CCR, progress	None Required

decrease the percentage of African American students scoring novice in Reading to 24% or less by the end of the 2022-2023 school year.	of assessments to ensure a balanced approach. Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	assignments, and common assessments. SLC's will discuss academic and non-academic indicators as made available to them through the Infinite Campus ROIS suite.	Reading. Students moving out of the Novice range will also be considered a successful step.	towards transition readiness, and course completion. Academy meeting minutes will serve as evidence collection at least monthly.	
	KCWP 5 Reading intervention plan Students who are struggling in math will receive targeted intervention to increase reading proficiency.	9th grade students were identified for intervention by their MAP scores. Students at the 25%tile or below will receive weekly check in and interventions through pull out methods with the reading interventionist and other teachers during advisory.	Success will be measured by freshmen reading scores at the end of the school year.	Progress will be monitored by assessment coordinator, reading interventionists, English department chair, and administration.	None required.
	KCWP 4: Design, Analyze and Apply Data to provide Individual student acceleration and targeted support.	Students who struggle with standards in the classroom as identified by formative and interim assessments will have access to IXL online instruction for content remediation and acceleration.	Success will be measured by increased demonstration of mastery on standards on summative assessments	Progress monitoring will be done through the teacher and administrative dashboard of IXL.	District Provided.

#### 4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, Frederick Douglass High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frederick Douglass will increase ACCESS composite scores by a minimum of 0.5.	KCWP 2: Design and Deliver Instruction EL students receive research based instruction reflective of their Individual Learning Plan in EL targeted resource classes.	Students are scheduled in EL classes based on access scores to receive appropriate support. Teachers use IXL and the National Geographic curriculum for language development.	Students will be successful when they improve their ACCESS scores. Students who make any upward movement will be considered making a successful step.	ACCESS testing scores will be used to measure growth. EL teachers will use IXL to track progress within their classes.	None Required
	KCWP 2: Design and Deliver Assessment Literacy	Preparing students for assessment through use of formative and summative assessments that mimic the ACCESS test.	Success will be determined by performance increases on common assessments and on ACCESS.	ACCESS testing scores will be used to measure growth.	None Required
		Professional Learning on ACCESS testing format for teachers.	Success will be evidenced through professional development logs. All teachers will receive instruction in this format.	Walkthroughs, formal observations, and PLC minutes will evidence use of assessments that mimic ACCESS.	None Required
	KCWP 4: Design, Analyze and Apply Data	Teachers will use interim assessment data to make adjustments and target specific Learning deficits.	Success will be evident through an increase in formative and summative assessment scores as well as increased course completion and decreased failing grades.	Review of student level school data will take place in PLC, SLC, department, leadership, and MTSS Meetings.	None Required
	KCWP 5: Design Align, and deliver support processes	Targeted ELL specific ESS and Saturday school	Success will be evidenced through ESS	Review of student level school data will take place in PLC, SLC,	ESS funds and ESSER II funds.

			data, and an increase in ELL student grades and pass rate.	department, leadership, and MTSS Meetings.	
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## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, Frederick Douglass high school will increase positive responses on “Managing student behavior”, “School climate”, and “School leadership” to a minimum of 60% positive as measured by the Kentucky Impact Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Frederick Douglass High School will improve “Managing student behavior” to 50% favorable by the 2022-2023 school year.	KCWP 5: Consistency of Expectations and Consequences.	Clear expectations and rules will be developed and shared with staff and students.	Success will be measured through ODR’s and Survey results.	PBIS, MTSS, SLC’s, ELT, and Administrative teams will monitor behavior and anecdotal data monthly.	None Required
	KCWP 6: Develop a culture of accountability.	Students, teachers, and administrators will develop clear expectations and hold each other accountable for consistent implementation and enforcement of those expectations.	Success will be measured through walkthrough data and survey results.	Walkthroughs and formal observations. Culture and Climate committee meeting minutes.	None Required
Objective 2 Frederick Douglass High School will improve “School Climate” to 45% favorable by the 2022-2023 school year.	KCWP 6: Implementation of a Culture and Climate Committee	SBDM will create a Culture and Climate sub Committee tasked with developing activities and procedures for the purpose of improving the climate and culture of the school	Success will be measured through Climate and Culture survey results.	Committee minutes, committee constructed surveys focusing on IMPACT questions of concern, and other methods as developed by the committee.	General fund if required.
	KCWP 6: Improve stakeholder involvement in developing a positive culture for learning.	Formation and deployment of a Family and Community Engagement Team tasked with stakeholder outreach and involvement.	Success will be measured through increased community engagement.	Volunteers, parent attendance at school engagement events.	None Required.
		Rebuild the Parent Teacher Student Association	Success will be measured through increased membership and participation in the PTSA, a minimum of 3 meetings per year and a gradual increase in sponsored events as membership grows.	Attendance records, meeting minutes, and Facilitron calendar will serve as progress monitoring	Funding for membership in a PTSA group is funded by the membership itself.
Objective 3 Frederick Douglass High School will	KCWP 6: Develop procedures and processes that foster effective communication and	Develop school events calendar and method for implementation that is accessible to all staff.	Success will be evident when a schoolwide events calendar is	Progress will be monitored at weekly administrator meetings	None Required

Goal 5 (State your climate and safety goal.): By 2025, Frederick Douglass high school will increase positive responses on “Managing student behavior”, “School climate”, and “School leadership” to a minimum of 60% positive as measured by the Kentucky Impact Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
improve “School Leadership” to 44% favorable by the 2022-2023 school year.	high quality instruction practices among all school staff.		available and all staff know how to use it.		
		With teacher input, evaluate existing procedures and policies to ensure alignment with school mission and vision and foster high quality instructional practices and a culture for learning.	Success will be evident through an improved academic focus, more consistent instructional practices, a decrease in undesirable behaviors and an increase in student achievement.	Progress monitoring through multiple metrics. Walkthroughs, ROIS Data analysis in PLC’s and SLC’s, behavior data analysis, MTSS meeting minutes, and multiple committee minutes.	None Required
		Establish an ad hoc committee to evaluate and revise the school mission and vision statements.	Success will be measured through the development of an effective mission and vision statement that receives majority support from school staff.	SBDM Council will monitor the progress of the ad hoc committee through submission of its minutes at monthly meetings.	Section 6 funds should the committee decide to have someone come in and train them on the process.
		Establish a committee of family, community, student, and staff stakeholders for the development of a behavior matrix detailing consistent procedures for teacher and administration along with consequences for infractions in compliance with the district code of conduct.	Success will be measured by completion of a behavior matrix that can be implemented with fidelity by all administrators and teachers.	Administrative team and executive leadership committee will monitor progress and will offer suggestions before the matrix is submitted to SBDM Council.	None required
KCWP 4: Instructional walkthroughs		Administrators will complete instructional walkthroughs for all teachers at least twice per month.	Success will be evident through walkthrough data analysis.	Administrative team will track this through weekly admin meetings, admin walkthrough dashboard, and evaluation tracking.	None Required

## 6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): By 2025, Frederick Douglass High School will increase the percentage of students who are post secondary ready to 93.7%. Current level is 78.7%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frederick Douglass High School will increase the percentage of students who are transition ready from 78.7% to 83.7% by the end of the 2022-2023 school year.	KCWP 5: Design, Align, Deliver Support Processes. School leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?	Academies will use the SLC process to establish eligibility of seniors. Upon Eligibility, students will practice for and take industry certifications in their chosen pathway.	Increase in industry certifications which counts as transition readiness.	SLC's, CTE teachers will track data for students.	None Required
	KCWP 1: Design and Deploy Standards. Ensure validity and alignment of curriculum with state/essential standards that support instruction and assessment that is paced	Seniors who have reached benchmarks in some areas but not all will be targeted for other assessments to demonstrate proficiency. KYOTE exams and other means to determine transition readiness will be used.	Success will be evident by more students reaching transition readiness.	Monitoring will be ongoing through the weekly data analysis as discussed by SLC's, Department chairs, Academy leads, principals and counselors.	None Required
	KCWP 6: Establishing Learning Culture and Environment  School leadership will develop standard operating procedures for academic career pathway sequence, completion, and certification.	Using state career pathway guiding documents and meeting with CTE teachers, course selection and sequencing will be determined for each career pathway. Counselors will be given a flow chart to be used when scheduling students.	Success will be evidenced by the implementation of the scheduling protocol and accurate student schedules which allow them to become pathway completers and attain industry certifications.	Monitoring will be done by the administrative team and the academy coach.	None Required



## 7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):By 2025, Frederick Douglass High School will increase the graduation rate to 94.6% as measured by the combined 4-year and 5-year rate. Current rate is 92.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frederick Douglass High School will increase the graduation rate from 92.5% to 93.1% by the end of the 2022-2023 school year.	KCWP 6: Establish Learning Culture and Environment Processes are in place to communicate with students in order to address barriers to learning?	Students who are significantly behind in credit completion will be scheduled into the Odysseyware class which allows students to make up credits at an accelerated rate.	Measures of success for this program will be a decrease in 18 year old dropouts and an increase in graduates for students with multiple at risk factors.	Teacher monitors individual student progress weekly and adjusts course and module assignments accordingly.	Staffing Allocation
		Counselors meet with students to develop schedules and plans to ensure all students are on track to graduate in 4 years.	Student success is evident through course completion and credit acquisition.	Progress is monitored by counselors when looking at failure reports and through student meetings.	None Required
	KCWP 5: Design, Align, and Deliver Support Processes. Counselors determine best practice strategies to meet the identified needs of the students?	Academy principals, academy leads, and counselors will analyze data using the FDHS Data Dashboard system at each progress reporting period. Senior failures, grades, and standard acquisition will be analyzed and credit recovery options will be explored with the student.	Success will be determined by an increase in graduation rate. Specifically, students who are at a higher risk of dropping out.	Through the SLC Process, the Academy Principal and Team lead will have notes included in their team minutes as to which students have been discussed and interventions that have been planned.	None Required
		Academy level student goal setting meetings with students who are failing courses.	Student success will be evidenced by fewer course failures and increased completion.	SLC's monitor student success using multiple data points. ROIS, Failure reports, student centered teacher discussions by academy, and scheduled student goal setting meetings are all documented.	None Required

## 8: Other (Optional)

Goal 8 (TSI Subgroup Goal - Special Learners.):By 2025, Frederick Douglass High School will increase the percentage of students scoring proficient or distinguished in Reading from 3% to 18%. Additionally, we will increase the percentage of students scoring proficient or distinguished in Math from 6% to 21%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frederick Douglass High School will increase reading proficiency of Disability (w/IEP) students from 3% to 10% by the end of the 2022-2023 school year.	KCWP 6: Check and Connect	Students with disabilities will be scheduled first to ensure adequate support is built into the master schedule.	All students with disabilities will have effective schedules that meet the requirements of their IEP.	Case managers, counselors, and ACC will check schedules when completed for accuracy and compliance with the IEP goals and requirements.	None Required
		Students with disabilities who are scoring novice will be scheduled into an advisory class with their case manager in order to facilitate check and connect protocols.	IEP students scoring Novice will have daily check and connect	Case managers, counselors, and ACC will check schedules when completed for accuracy and compliance with the IEP goals and requirements.	None Required
	KCWP 5: Multimedia vocabulary instruction	Resource classes will use IXL to support student individual literacy needs.	Measures of success will be evident through increased understanding of course materials and a decrease in novice assessment results.	IXL data dashboard, IEP goal tracking, and Case managers will track data as needed.	District Provided
	KCWP 3: Testing Literacy	Students will be exposed to PLC developed testing materials that mimic KSA testing materials in order to gain familiarity with the testing format.	All students will have taken at least two assessments per year that resemble KSA assessments.	PLC's will review and analyze data and d	None-Required
	KCWP 5: Professional learning for Co-Teachers	Co teachers will work with interventionists to schedule co-teaching PLC/PD time with their co-teacher in order to develop roles and responsibilities within the co-taught classroom	Classroom walkthroughs and formal observations will evidence more high yield instructional strategies being used in co-taught classrooms.	Instructional team lead will monitor usage of interventionists for coverage to ensure equitable usage. Walkthrough data will be reviewed by the admin team at least monthly at meetings.	None required

Goal 8 (TSI Subgroup Goal - Special Learners.):By 2025, Frederick Douglass High School will increase the percentage of students scoring proficient or distinguished in Reading from 3% to 18%. Additionally, we will increase the percentage of students scoring proficient or distinguished in Math from 6% to 21%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Intentional master schedule planning	Identify opportunities within the master schedule to allow for co-teachers to have the same plan and also meet with the weekly PLC for that content area.	Success will be evidenced through the master schedule.	Special Education department chair, lead counselor and scheduling committee will monitor throughout the master schedule process. Counselors and case managers will check and verify as needed.	None required
Objective 2: Frederick Douglass High School will increase math proficiency of Disability (w/IEP) students from 6% to 13% by the end of the 2022-2023 school year.	KCWP 5: Check and Connect	Students with disabilities will be scheduled first to ensure adequate support is built into the master schedule.	All students with disabilities will have effective schedules that meet the requirements of their IEP.	Case managers, counselors, and ACC will check schedules when completed for accuracy and compliance with the IEP goals and requirements.	None Required
		Students with disabilities who are scoring novice will be scheduled into an advisory class with their case manager in order to facilitate check and connect protocols.	IEP students scoring Novice will have daily check and connect	Case managers, counselors, and ACC will check schedules when completed for accuracy and compliance with the IEP goals and requirements.	None Required
	KCWP 5: Multimedia vocabulary instruction	Resource classes will use IXL to support student individual literacy needs.	Measures of success will be evident through increased understanding of course materials and a decrease in novice assessment results.	IXL data dashboard, IEP goal tracking, and Case managers will track data as needed.	District Provided
	KCWP 3: Testing Literacy	Students will be exposed to PLC developed testing materials that mimic KSA testing materials in order to gain familiarity with the testing format.	All students will have taken at least two assessments per year that resemble KSA assessments.	PLC's will review and analyze data and use it to make informed decisions.	None-Required
	KCWP 5: Ongoing Professional learning for Co-Teachers	Co teachers will work with interventionists to schedule co-teaching PLC/PD time with their co-teacher in order to develop roles and responsibilities within the	Classroom walkthroughs and formal observations will evidence more high yield instructional	Instructional team lead will monitor usage of interventionists for coverage to ensure equitable usage. Walkthrough data will be reviewed by	School funds if needed.

Goal 8 (TSI Subgroup Goal - Special Learners.):By 2025, Frederick Douglass High School will increase the percentage of students scoring proficient or distinguished in Reading from 3% to 18%. Additionally, we will increase the percentage of students scoring proficient or distinguished in Math from 6% to 21%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		co-taught classroom. PD may also be needed.	strategies being used in co-taught classrooms.	the admin team at least monthly at meetings.	
	KCWP 5: Intentional master schedule planning	Identify opportunities within the master schedule to allow for co-teachers to have the same plan and also meet with the weekly PLC for that content area.	Success will be evidenced through the master schedule.	Special Education department chair, lead counselor and scheduling committee will monitor throughout the master schedule process. Counselors and case managers will check and verify as needed.	None needed.

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

TSI schools (including ATSI 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>
<p><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?</p> <p><b>Response:</b> An intentional focus on collecting and analyzing data of identified subgroups through CFAs, Common Assignments, and other interim assessments. PLCs, SLCs, the Executive Leadership Team, and Administrative team will review data as available and will align resources and support with the needs of the students. When the needs of the student are not met with current practices, stakeholders will seek evidence based support to meet those needs.</p>
<b>Identification of Critical Resources Inequities:</b>
<p><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.</p> <p><b>Response:</b> Schedules of SPED students will be reviewed and adjusted to address areas of support and needs. Teacher and Co-Teacher schedules will be aligned to provide collaborative planning to allow for planning around Co-Teaching models, providing needed support for the students, and reviewing data and analyzing the needs of the students.</p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> 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.</p> <p><b>Response:</b> Review of current scheduling processes, SPED schedules, and clarity of IEP goals to support student academic and behavioral needs. Provide professional learning to core staff as needed to implement assessment literacy practices, IEP implementation and documentation, and consistent use of accommodations building-wide.</p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> 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?</p> <p><b>Response:</b> Analysis of academic data informs us that our Special Learners population is our targeted subgroup. We believe in the power of the check and connect program and will also be implementing Multimedia Vocabulary Instruction. We will also research and seek training on the reciprocal teaching method.</p>

**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.**

## TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 “[Compliance Requirements](#)” 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	Evidence Citation	Uploaded in eProve
<p><b>Reciprocal Teaching (Adolescent Literacy) (September 2010)</b></p>	<p>Institute of Education Sciences. (2010, September). <i>Reciprocal Teaching</i>. What Works Clearinghouse. Retrieved December 2022, from <a href="https://ies.ed.gov/ncee/wwc/InterventionReport/434">https://ies.ed.gov/ncee/wwc/InterventionReport/434</a></p> <p>Frederick Douglass High School will research and provide training on reciprocal teaching strategies as a way to support our special populations. Reciprocal teaching is a gradual release, dialogic method that models the use of comprehension strategies to help students improve their reading comprehension. A 2010 meta-analysis of 164 studies by the What Works Clearinghouse identified six studies that either fully met or met with reservations their standards criteria (p.3). Of those six studies, improvement metrics were mixed; however there is enough positive evidence that our instructional team feels this method is worth exploration. This will be implemented weekly in co-teaching English, Math, Science, Social Studies classes and resource English and Math classes. Teachers will model the strategies of summarizing, question generating, clarifying, and predicting. Students are placed in groups of 4 and assigned a role within the group. The teacher will gradually release responsibility to students and then coach and guide them until they can independently complete the sequence.</p>	<input type="checkbox"/>
<p><b>Check &amp; Connect (Dropout Prevention) (May 2015)</b></p>	<p>Institute of Education Sciences. (2015, May). <i>Check &amp; Connect</i>. What Works Clearinghouse. Retrieved December 2022, from <a href="https://ies.ed.gov/ncee/wwc/InterventionReport/78">https://ies.ed.gov/ncee/wwc/InterventionReport/78</a></p> <p>Frederick Douglass High School has successfully implemented check and connect structures with our targeted special population, specifically through intentional advisory scheduling. The What Works Clearinghouse has reviewed check and connect through two studies that considered 238 high school students who receive special education services (p. 1). These studies showed positive impact in students’ progression through school (credit completion) as well as staying in school. As academic progress is an identified area of need with our special population, the instructional team believes check and connect structures are a good fit for addressing these. We will implement this daily for 30 minutes within the Advisory setting. Special education students who are identified as needing this level of support will be assigned to their case</p>	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
	<p>manager’s classroom for this daily Advisory with an emphasis on grade checks, time to work on missing assignments with assistance, remediation, and post-secondary planning.</p>	
<p><b>Effects of Multimedia Vocabulary Instruction on Adolescents with Learning Disabilities (2015)</b></p>	<p>Review of <i>Effects of multimedia vocabulary instruction on adolescents with learning disabilities</i>. (2021). <i>What Works Clearinghouse</i>. Retrieved December 2022, from <a href="https://ies.ed.gov/ncee/wwc/Study/89733">https://ies.ed.gov/ncee/wwc/Study/89733</a>.</p> <p>The instructional team at Frederick Douglass High School requested access to the IXL platform to support content skills development through multimedia. Fayette County Public Schools has purchased a district-wide license for IXL, which will now be implemented as an instructional tool. In a review of Kennedy et. al.’s 2015 study on multimedia vocabulary instruction, the What Works Clearinghouse determined that this approach showed promising evidence of effectiveness in terms of content acquisition. The findings support the instructional team’s request for the IXL platform. This will be implemented by utilizing IXL in weekly English and Math classes at the resource, general, and co-teaching levels in order to supplement core content curriculum with scaffolded skills in reading and mathematics.</p>	<input type="checkbox"/>