

**Frederick Douglass High School**

**Comprehensive School Improvement Plan (CSIP) 2022-25**

**23-24 School Year**

**Kentucky Summative Assessment Results**

	<b>State Assessment Results in Reading/ Mathematics</b>	<b>State Assessment Results in Science/Social Studies/Writing</b>	<b>English Learner Progress</b>	<b>Quality of School Climate and Safety</b>	<b>Postsecondary Readiness</b>	<b>Graduation Rate</b>
Indicator Score (21-22)	60.9	53.9	30.9	63.0	78.7	92.4
Indicator Score (22-23)	54.5	50.4	21.5	61.8	87.1	97.3

## 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 48%. By 2025, Frederick Douglass High School will increase Math proficient and distinguished level to 54% as measured by KSA. Current level is 33%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frederick Douglass will increase the Reading proficiency rating from 48% to 57% by the end of the 2023-2024 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	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	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

	drive classroom instruction.	by the administrative team.			
Objective 2: Frederick Douglass will increase the Math proficiency rating from 33% to 43.5% by the end of the 2023-2024 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 14%. By 2025, Frederick Douglass High School will increase Social Studies proficient and distinguished level to 56% as measured by KSA. Current level is 43%. By 2025, Frederick Douglass High School will increase Combined Writing proficient and distinguished level to 68% as measured by KSA. Current level is 43%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frederick Douglass will increase the Science proficiency rating from 14% to 24.5% by the end of the 2023-2024 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 43% to 49.5% by the end of the 2023-2024 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 43% to 55.5% by the end of the 2023-2024 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 26% or less by the end of the 2023-2024 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 will monitor student data in PLC/SLC. PLC teachers discuss	Students will be	Data analysis will take place in	None Required

decrease the percentage of African American students scoring novice in Reading to 21% or less by the end of the 2022-2023 school year.	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.	common curriculum, student assignments, and common assessments. SLC's will discuss academic and non-academic indicators as made available to them through the Infinite Campus ROIS suite.	successful when they reach proficiency in Reading. Students moving out of the Novice range will also be considered a successful step.	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.	
	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 data, and an increase in ELL student grades and pass rate.	Review of student level school data will take place in PLC, SLC, department, leadership, and MTSS Meetings.	ESS funds and ESSER II funds.
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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” (38), “School climate” (35), and “School leadership” (36) 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.  Will be updated once new data is available.	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.  Will be updated once new data is available.	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.

Goal 5 (State your climate and safety goal.): By 2025, Frederick Douglass high school will increase positive responses on “Managing student behavior” (38), “School climate” (35), and “School leadership” (36) to a minimum of 60% positive as measured by the Kentucky Impact Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 Frederick Douglass High School will improve “School Leadership” to 44% favorable by the 2022-2023 school year.</p> <p>Will be updated once new data is available.</p>	<p>KCWP 6: Develop procedures and processes that foster effective communication and high quality instruction practices among all school staff.</p>	<p>Develop school events calendar and method for implementation that is accessible to all staff.</p>	<p>Success will be evident when a schoolwide events calendar is available and all staff know how to use it.</p>	<p>Progress will be monitored at weekly administrator meetings</p>	<p>None Required</p>
		<p>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.</p>	<p>Success will be evident through an improved academic focus, more consistent instructional practices, a decrease in undesirable behaviors and an increase in student achievement.</p>	<p>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.</p>	<p>None Required</p>
		<p>Establish an ad hoc committee to evaluate and revise the school mission and vision statements.</p>	<p>Success will be measured through the development of an effective mission and vision statement that receives majority support from school staff.</p>	<p>SBDM Council will monitor the progress of the ad hoc committee through submission of its minutes at monthly meetings.</p>	<p>Section 6 funds should the committee decide to have someone come in and train them on the process.</p>
		<p>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.</p>	<p>Success will be measured by completion of a behavior matrix that can be implemented with fidelity by all administrators and teachers.</p>	<p>Administrative team and executive leadership committee will monitor progress and will offer suggestions before the matrix is submitted to SBDM Council.</p>	<p>None required</p>

Goal 5 (State your climate and safety goal.): By 2025, Frederick Douglass high school will increase positive responses on “Managing student behavior” (38), “School climate” (35), and “School leadership” (36) to a minimum of 60% positive as measured by the Kentucky Impact Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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 78.4%.

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 78.4% to 86.05% by the end of the 2023-2024 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 95.9% 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 94.9% to 95.4% by the end of the 2023-2024 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 0% to 9% by the end of the 2023-2024 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	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	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
			in co-taught classrooms.		
	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 2% to 12% by the end of the 2023-2024 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

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: 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 co-taught classroom. PD may also be needed.	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.	School funds if needed.
	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:

### Components of Turnaround Leadership Development and Support:

**Consider:** 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?

**Response:**

1. The FDHS leadership team is participating in The Academy Schools of Lexington. This program facilitates data analysis, identifying gaps and developing strategies to support individual student needs. The team meets weekly and meets monthly with a cohort of other schools to focus on improvements.
2. The principal and leadership team will attend co-teaching training provided by district specialists to ensure a full understanding of targeted modes of co-teaching (parallel and station) to be implemented in co-taught classrooms. Use of co-teaching will promote students with disabilities to receive grade level content from the general ed. teacher while receiving support/accommodations from the SPED teacher.
3. Leadership team and instructional coaches have formed a TSI committee to analyze culture/safety KSA data. Best practices have been researched and will be implemented to support improving school learning environments. (check and connect with the students with disabilities group)
4. Leaders are supported and have been trained in the 5 Core Practices which are based on the work of Dr. John Hattie's Visible Learning. The district's focus on systems work is having an impact on daily classroom practices via ongoing Calibration walkthroughs (Administration/Instructional coach), Peer Led Observations, and developing & delivering PLCs on individual practices.

### Identification of Critical Resources Inequities:

**Consider:** 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.

**Response:**

**Allocation of Resources:**

- Currently, the district reviews caseloads in each school to determine needed personnel, ensuring compliance. If additional assistance is needed based on a student's individual needs or a special class setting, additional personnel are assigned accordingly.

**Resource Inequities:**

- In the 2023-2024, to address prior inequities, case managers and counselors will evaluate current scheduling conditions and increase the number of students to be scheduled for core instruction in reading and math with co-teaching services in grade level content classes; however, there are still many SPED students in resource settings for core classes that ARC's will continue to look at co-teaching as an option for going forward, based on students' needs.

- The concern of having too much resource time in a student’s schedule is that materials used in those classrooms are not always on grade level and are frequently computer based at the student’s instructional level, vs. the student receiving exposure to grade level content.

**Ways to Address:**

- In the 2023-2024 school year, ARC’s are determining that more students should receive core instruction through the co-teaching model. Therefore, the materials used will be that of the general education classroom, and on grade level with accommodations.
- In resource rooms, walk-thrus will occur to ensure grade level content is being implemented with needed accommodations.
- FDHS Academy coach/coordinator was hired for 2023-24 to assist SPED students to meet postsecondary readiness in coordination with the College Career coach.

**Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students**

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

**Response:**

- FDHS created a committee of faculty members including admin, teachers, instructional coaches, and district specialists to review and determine potential causes of underperformance for students with disabilities. Results indicated that students are not exposed to KSA-like assessments. Student motivation is a concern. Poor attendance rates amongst students with disabilities is a problem.

**Additional causes (other than culture) that could lead to Underperformance:**

- Materials used in resource classrooms are not always on grade level and are frequently computer based at the student’s instructional level vs. the student receiving exposure to grade level content.
- Discipline and suspension rates are up this year for the school, which is impacting students with disabilities as well.

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

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

**Response:**

- According to 2022-23 KSA data, students with disabilities are performing at the following levels:
- Students in the disability group decreased novice scores by 8% in Reading.
- Students in the disability group increased novice scores by 14% in Math.
- Students in the disability group increased the Postsecondary Readiness Indicator to 32.7
- Students in the disability group increased the Graduation Indicator to 81.3

**Complete the table on the next page 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</p>	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
	<p>setting. Special education students who are identified as needing this level of support will be assigned to their case 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>	<p><input type="checkbox"/></p>



# 2023-2024 - Frederick Douglass HS - Phase One: Executive Summary for Schools

2023-2024 Phase One: Executive Summary for Schools

**Frederick Douglass High School**

**Lester Diaz**

2000 Winchester Road  
Lexington, null, 40509  
United States of America

## 2023-2024 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 57% minority students with a 21% minority staff. Additionally, 55.3% 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Frederick Douglass High School follows processes as outline in KRS 160.345 pertaining to Site Based Council Management.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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 English Learners populations.

Progress is being made among our English Learners with a concerted effort on testing literacy, technology usage, and increased support through the Extended school services and Saturday school programs.

We continue to increase support for exceptional learners within the classroom as well as through additional social and emotional learning and counseling supports.

Cohort 5 graduation numbers continue to a focus. An increase in intentional scheduling, targeted credit recovery for credit deficient students through an intensive 3 hour Friday night and 5 hour Saturday program.

Special learning populations continue to be an area for improvement. All departments and support staff continue to research ways to increase achievement and understanding with our highest need students.

### Additional Information

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

Enrollment continues to increase at Frederick Douglass. The school community is continuously evaluating the needs of the students and adding classes, staffing, and other resources as needed in order to meet the needs of targeted populations and

the school community as a whole. Additional staffing was allocated after the beginning of the school year for over-crowded Math, and English language development classes.





# 2023-2024 Frederick Douglass HS Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

**Frederick Douglass High School**

**Lester Diaz**

2000 Winchester Road

Lexington, null, 40509

United States of America

## **2023-24 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

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. FDHS has a full time Reading and .6 FTE Math interventionist and have hired additional EL staff to meeting the needs of the continually growing EL population. 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 yielded positive results in the areas of transition readiness and graduation rate.

Improvements in reading and math are apparent among freshman and sophomore target groups as evidenced by both benchmark and interim assessments as a result of the the math and reading interventionists work through MTSS and other systems.

There is evidence of growth among all students in reading and math following the inclusion of the progress monitoring process which was implemented for reading and math intervention.

Despite these efforts and, proficiency in Reading decreased slightly from 51% to 48%.

The 42.5% Proficient or Distinguished in math goal from last year continues to show a decline with an overall Proficiency percentage of 33%.

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. **2023 update - African American proficiency or higher now at 14%**

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%. **2023 update - African American proficiency or higher now at 25%**

The graduation rate and secondary readiness goals were both surpassed. 2023 update -

### 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, 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 continue to increase.

Reading and math proficiency increased slightly overall in 2022 and decreased slightly in 2023. the trend seems to be more pronounced in among African American, Limited English Proficiency, and exceptional learner populations.

### 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.  
48% of our students scored proficient in Reading compared to the state average of 44%.

There was an 11% decrease in Proficient/Distinguished among African American students in math. 14% of our African American students scored proficient or higher in Math compared to the state average of 20%

In school suspensions decreased slightly from 2022 (169 to 137) with the biggest decrease among African American students.

Out of school suspensions increased (194 to 220) with no increase among African American students.

Graduation rate of 97.3% is 5.6% above the district average and 4.4% higher than the state average.

Postsecondary Readiness score of 87.1% is 7.6% higher than the district average and only 3.6% lower than the state average.

### 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 - 16.2 Content index - (data in every scoring group is suppressed)

Math - 12.5 Content index - (data in every scoring group is suppressed)

Graduation Rate - 87.8% (up from 79.85% in 2021-2022)

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

English Learners: - All data suppressed for 2023 including content index

Reading proficiency - 4%

Math proficiency - 4%

Graduation Rate - 92.6% - up from 78.3% in 2021-2022

### African American students:

Reading proficiency - 25% - Down from 37% in 2021-2022

Math proficiency - 14% - Down from 25% in 2021-2022

Graduation rate - 94.2% - Up from 91.55% in 2021-2022

### 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.

Graduation rates and post-secondary readiness numbers saw sharp increases this year. This is attributed to detailed data analysis by the building assessment coordinator, interventionists, college and career readiness and academy coaches. Through implementation of extensive credit recovery for cohort 5 students and detailed transcript audits for all students, we were able to increase the graduation rate for both cohorts of students. The increase in post secondary readiness is due to careful tracking of pathway completion, EOP, AP, and other methods for achieving post secondary readiness was completed by the counseling team, along with the college and career readiness and academy coach.

### 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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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 directly below.**

### **ATTACHMENTS**

## Attachment Name

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Key Elements Draft


8. 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 District 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, and consistent consequences for all students. Positives from this data are that 89% of students agree or strongly agree that adults care about them, and 93% of students feel like there is an adult who will listen to them if needed.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements Draft	Document still under construction	• 7





# 2023-2024 Frederick Douglass HS Phase Two: School Assurances

2023-2024 Phase Two: School Assurances

**Frederick Douglass High School**

**Lester Diaz**

2000 Winchester Road  
Lexington, null, 40509  
United States of America

## 2023-24 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

N/A

#### **COMMENTS**

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

#### **COMMENTS**

#### Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

**N/A**

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

**N/A**

**COMMENTS**

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

**N/A**

**COMMENTS**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

**N/A**

**COMMENTS**

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

**N/A**

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

**N/A**

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

**N/A**

**COMMENTS**

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

**N/A**

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

**N/A**

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

**N/A**

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

**N/A**

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

**N/A**

**COMMENTS**

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

**N/A**

**COMMENTS**

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

**N/A**

**COMMENTS**

17. In a school implementing a schoolwide program, the school developed a

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comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

**N/A**

**COMMENTS**

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

**N/A**

**COMMENTS**

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

**N/A**

**COMMENTS**

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

**N/A**

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**COMMENTS**

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

**COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

**COMMENTS****Title I Targeted Assistance School Programs**

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.



Yes

No

**N/A**

**COMMENTS**

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

**N/A**

**COMMENTS**

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

**N/A**

**COMMENTS**

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

**N/A**

**COMMENTS**

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

**N/A**

**COMMENTS**

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

**N/A**

**COMMENTS**

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

**N/A**

**COMMENTS**

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

**N/A**

**COMMENTS**

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

**Yes**

No

N/A

**COMMENTS**

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

**Yes**

No

N/A

**COMMENTS**



FDHS 2022-23 Phase Four: Professional Development Plan for  
Schools for School Year 2023-2024\_04302023\_15:22

2022-23 Phase Four: Professional Development Plan for Schools for School Year  
2023-2024

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

## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

We Make Learning Relevant

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs

assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Culture/Climate: FDHS will provide systematic supports to meet the school community's academic and social-emotional needs and foster a sense of belonging through intentional family and community engagement.

PLC: PLCs will use a PDSA model effectively to improve student learning.  
(Foundational PDSA: Plan- Do - Focus on Learning)

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

The District strategic plan includes Student Achievement, DEIB, CRTL, and Stakeholder engagement as priority areas. We plan to address CRTL and DEIB through our PLC processes. These Diversity, equity, inclusion, belonging, and culturally responsive teaching and learning concepts will be included as part of the tier 1 instruction planning that is designed in PLC's.

Through the culture and climate committee, along with the support of the PBIS team, academic, behavioral, and social emotional support will be addressed. The clarification of systematic processes will involve all stakeholders and work to increase family and community engagement.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Culture/Climate: FDHS will provide systematic supports to meet the school community's academic and social-emotional needs and foster a sense of belonging through intentional family and community engagement.

Throughout the 2023-2024 school year FDHS will increase family and community engagement through intentional planning and support of the district and school level Family and Community Engagement team. Plans will include targeted membership expansion of the PTSA as well as continued support from our advisory committee processes.

For the 2023-2024 school year FDHS will decrease the number of Office Discipline Referrals for tier 1 behaviors. This will require professional learning in CRTL, tier 1 behavior management strategies, classroom management and engagement strategies, and clearer process for discipline practices in the classroom.

## **ATTACHMENTS**

## Attachment Name

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FDHS PL Plan 2023-2024

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Fewer students with office discipline referrals for tier 1 behaviors.

Increase in student success due to less lost instructional time.

An increase in engagement as evidence by walkthrough data.

An increase in the climate as evidenced by teacher survey data.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

ODR's, walkthroughs, and survey data is monitored by the PBIS team, Culture and Climate Committee, and administrative team at least monthly.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

Student engagement numbers in administrative walkthroughs.

Increase in percentage of students with 0-1 ODR's.

Increase in positive responses in targeted areas of teacher survey data.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

Classroom Teachers and administrators.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

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PD support will be needed from district FACE team, PTSA, DEIB office, PBIS team and district support staff.

Funding will be needed to implement positive rewards for staff and students, print materials for classroom flow charts and other materials, and materials and other things needed to promote positive community engagement events (food, flyers, etc.)

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Specific supports will be identified through needs assessments in each specific area and support will be requested as needed.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

For the 2023-24 school year FDHS professional learning communities will increase analysis of student data through the PDSA process in order to improve student learning..

PDSA process will at least be used for district common assessments.

## **ATTACHMENTS**

### **Attachment Name**

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 FDHS PL Plan 2023-2024

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Professional learning around PLC processes and PDSA will increase student learning by improving teacher clarity, solidifying guaranteed and viable curriculum, and increasing teacher efficacy.



5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Instructional lead, administrators and department chairs will monitor processes and progress at least monthly through their participation in the PLC and SLC processes.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

PDSA implementation will be evidenced through meeting notes and minutes.

Successful implementation will be evidenced by improved scores on PLC implemented assessments.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

classroom teachers.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Teachers will need a reminder of the PLC process and how to track student data through the PDSA process. school level department chairs and administrators will be able to lead this work.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Department chairs will receive training as needed and will be expected to lead and model the process. through minutes and discussions with teachers jk

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

n/a

**FCPS Office of Human Resources**  
**Annual School 24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations**  
**2023-2024**

**School:** Frederick Douglass High School

**PL Representative:** Stephanie Boxx & Alden Meade

	<b>Work Calendar Date</b>	<b>Total PL Hours</b>	<b>Funding Source</b>	<b>Brief Description of Planned PL Activity</b>	<b>Comprehensive School Improvement Plan (CSIP) Objective</b>	<b>District Strategic Priority Alignment</b>	<b>Comprehensive District Improvement Plan (CDIP) Focus Area</b>
<b>PL Day #1</b>	Aug 7, 2023	6	N/A	New teacher orientation to FDHS. To include various topics. Returning teachers will be in various sessions.	Student learning and teacher tools for student success.	Student Achievement, Highly Effective and Culturally Responsive Workforce	Focus Area 3: Accelerated Learning
<b>PL Day #2</b>	Aug 8, 2023	6	N/A	Faculty meeting. Teacher evaluations and PGP development. Department, PLC's, and SLC's meetings.	Student learning and teacher tools for student success.	Student Achievement, Highly Effective and Culturally Responsive Workforce	Focus Area 1: PLC Focus Area 3: Accelerated Learning
<b>PL Day #3</b>	Aug 9, 2023	6	District Funded	FCPS Professional Learning Conference			
<b>PL Day #4</b>	Aug 10, 2023	6	District Funded	FCPS Teacher Institute			
<b>PL Day #5</b>	Aug 15, 2023	6	N/A	All teachers will be attending various learning sessions. These will include a variety of topics.	Student learning and teacher tools for student success.	Highly Effective and Culturally Responsive Workforce, Organizational Health and Efficiency	Focus Area 2: Assesement Focus Area 3: Accelerated Learning
<b>PL Day #6</b>	Jan 3, 2024	6	N/A	Staff will meet in PLC's and SLC's to review data from 1st semester and plan for 2nd semester.	Student learning and teacher tools for student success.	Student Achievement, Highly Effective and Culturally Responsive Workforce	Focus Area 1: PLC

**Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.**

<b>Additional PL Plans</b>				Various learning opportunities for administrators, counselors, and teachers to meet the needs of FDHS. AP training, SCM, Content Conferences.	Student learning and teacher tools for student success.	Student Achievement, Highly Effect and Culturally Responsive Workforce	Focus Area 2: Assessment Focus Area 3: Accelerated Learning
<b>Additional PL Plans</b>							
<b>Additional PL Plans</b>							
<b>Additional PL Plans</b>							

**Principal Approval:** \_\_\_\_\_ *Signature* \_\_\_\_\_ *Date*      **Date Approved by SBDM Council:** \_\_\_\_\_ *Date*

KRS 158.070 (3)(a) Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.