

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mr. Darryl Farmer
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name duPont Manual High School
(As it should appear in the official records)

School Mailing Address 120 West Lee Street
(If address is P.O. Box, also include street address.)

City Louisville State KY Zip Code+4 (9 digits total) 40208-1954

County Jefferson County

Telephone (502) 485-8241 Fax (502) 313-3448

Web site/URL http://www.dupontmanual.com/ E-mail darryl.farmer@jefferson.kyschools.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Marty Pollio E-mail marty.pollio@jefferson.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County Tel. (502) 313-4357

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Diane Porter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

- Number of schools in the district (per district designation):
 - 82 Elementary schools (includes K-8)
 - 31 Middle/Junior high schools
 - 32 High schools
 - 14 K-12 schools

159 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

- Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	217	261	478
10	194	272	466
11	201	280	481
12 or higher	173	297	470
Total Students	785	1110	1895

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 20 % Asian
 - 18 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 58 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2018	1895
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Turkish, Punjabi, Italian, Filipino, Bosnian, Chinese, Taiwanese, Hindi, Tamil, Telugu, Urdu, Japanese, Mende, Arabic, Russian, Sinhala, Korean, Arabic, Vietnamese, French, Ukrainian, Hebrew, Slovak, Kiswahili, Somali

English Language Learners (ELL) in the school: 1 %
11 Total number ELL

7. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 418

8. Students receiving special education services: 3 %

54 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>6</u> Multiple Disabilities |
| <u>8</u> Deafness | <u>20</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	6
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	116
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	113
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	97%	97%	97%
High school graduation rate	100%	98%	99%	98%	98%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	482
Enrolled in a 4-year college or university	93%
Enrolled in a community college	2%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

duPont Manual and the Youth Performing Arts Schools provide a dynamic, interdisciplinary, diverse learning community that focuses on rigorous academic, technical, and artistic college-preparatory magnet programs.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students are asked to demonstrate a developed aptitude for a magnet's curriculum when applying to one of our five magnet programs. This is accomplished through a comprehensive array of submissions, which include an audition, interest survey, recommendations, transcripts, writing prompts, visual arts portfolios and/or personal essays. Each magnet has trained staff who thoroughly review each application.

PART III - SUMMARY

duPont Manual High School first opened its doors in 1892 through the generous support of Victor duPont of the duPont Chemical Company. In 1984, Manual became a Magnet High School and was soon recognized as a National School of Excellence. Manual is housed in a traditional grand-Victorian building, located adjacent to the University of Louisville in downtown Louisville, Kentucky. Five highly selective magnet programs enroll approximately 1,900 gifted and talented students from every zip code in the Louisville Metropolitan area.

Positioned in the heart of the city, Manual sits just a few blocks north of historic Churchill Downs, home of the Kentucky Derby. Louisville is situated on the south side of the Ohio River and is a metropolitan area that offers its residents a choice of lush rural surroundings, eclectic urban neighborhoods and old-world Victorian communities. Rich in history, the Louisville area offers both small town benefits and big city amenities. World-renowned medical facilities and corporate headquarters have attracted a diverse population to this industrial city, creating one of the largest public school districts in the United States. Jefferson County Public Schools (JCPS) educates close to 100,000 students representing over 95 different languages.

Students are selected to attend Manual via a competitive, selective admissions process that evaluates achievement test scores, academic achievement, personal essays, teacher recommendations, visual art portfolios, writing prompts, and performing arts auditions. The admit rate to Manual is approximately 32%. Housing an incredibly diverse student population, approximately 20% of each graduating class are first generation Americans with more than 40 countries of origin represented.

With 99% of Manual graduates matriculating to college, the rigorous college-preparatory curriculum provides students with the opportunity to achieve in all disciplines, with an emphasis on the magnet program in which each student is enrolled. Difficulty levels include Honors, Advanced, Advanced Placement and dual credit. Manual also offers the Advance Program, designed by the district to provide challenging curriculum. Advance Program students make up 3% of JCPS students who are selected for the program based on national test scores, academic achievement, and teacher recommendations. Students must maintain a 3.0 GPA and be enrolled in three Advance Program classes each year for a total of 12 credits.

The Journalism & Communication (J&C) magnet offers sophisticated training in communication technology while fostering students' intellectual growth, producing media-literate thinkers and doers who possess a deeper understanding of current events, ethical practices, and civil rights and responsibilities. With a focus on both print and digital storytelling, J&C classes include graphic design, videography, photojournalism, motion graphics and editorial leadership. Students enjoy access to special technology and unique real-world opportunities, and five award-winning, student-run publications and productions give students hands-on learning and leadership experiences.

The High School University (HSU) magnet provides a rigorous, liberal arts centered high school university experience, which allows students to explore various disciplines beyond the core magnet requirements. Flexibility in the students' elective course selection provides students with the opportunity to attend on-campus University of Louisville classes as part of the Crimson Scholars Program. Additionally, students must enroll in required Advanced Placement and/or dual credit classes prior to graduation.

The Mathematics, Science, and Technology (MST) magnet follows a research-based curriculum for gifted students. The biology, chemistry, and physics laboratories are computer-enhanced and contain specialized equipment that allows advanced studies in life sciences, biotechnology, microbiology, optics, modern physics, robotics, computer programming, electronics, and computer-assisted design. MST students complete college-level research, mentored by university scientists and engineers.

The Visual Arts (VA) magnet is a unique program that provides artistically talented students opportunities to work in an exhibition gallery and nine professionally equipped studio areas. Facilities for design, drawing/painting, computer graphics, ceramics/sculpture, textiles, photography, drafting, and printmaking provide an excellent and diverse environment for outstanding experiences and instruction. Students

experience visiting artists, teacher mentoring, and community internships.

The Youth Performing Arts School (YPAS) magnet is the most comprehensive performing arts high school in Kentucky. The YPAS faculty, staff, and administration have the distinct opportunity to train, educate, and nurture today's young talent to become tomorrow's artists. Students' success is founded on commitment and discipline applied to the artistic program, and success is enhanced by the school's rich diversity and understanding of the creative spirit. YPAS offers the following nine majors: Band, Dance, Design and Production, Guitar, Musical Theatre, Orchestra, Piano, Theatre, and Vocal Music. The heart of YPAS holds an 886-seat proscenium theater and an additional experimental theater with state-of-the-art lighting and sound equipment seating approximately 150 individuals.

In addition to over 30 Advanced Placement courses across all disciplines offered at Manual, Manual and the University of Louisville have partnered to offer the following student visitor programs which offer free public transportation, access to UL libraries, and the student recreation center as well as upper level calculus and engineering courses at the Speed School of Engineering.

Crimson Scholars Program: Crimson Scholar students are current Manual students enrolled in one UL course of their choice where they receive college credit. Students may take the UL course as an alternative for a Manual elective. Student tuition is offered at a reduced rate.

Louisville Academy Program: Manual students must apply for this program. These students spend half of the school day at Manual and the other half at the University of Louisville. Students enroll in UL courses that can count for their high school graduation requirements, and the courses will be reflected on their transcript. Student tuition is offered at a reduced rate.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

We have an overarching approach/processes for our curriculum climate. It is grounded in our district six Systems Essential Systems for a Strong Learning Environment. The system is a purposeful aggregation of processes that produce a cohesive synergy between teaching and learning. This system is interdependent with the umbrella of our Three Pillars: Culture and Climate, Racial Equity, and Backpack of Success Skills. The Six Systems are: 1. Standards and Curriculum Implementation, 2. Effective Use of Data, 3. Collaboration, Planning, Instructional Practices for Deeper Learning, 4. Progress Monitoring and Analysis of Student Work, 5. Academic and Behavioral Support, and 6. Instructional Feedback and Professional Learning. The purpose of the Six Essential Systems is to establish a common instructional language, to provide a blueprint of the effective practices implemented by high-achieving schools, and to inform district-level support.

1b. Reading/English language arts

At duPont Manual Magnet High School, we follow the Kentucky Academic Standards for Reading and Writing at all levels of instruction. For freshmen, we offer courses at the Honors and Advanced academic levels. These two academic levels are offered all four years. In addition, we offer Advanced Placement Seminar for sophomores; AP Language and Composition, as well AP Research as an elective for juniors; and AP Literature and Composition, as well as dual credit English 101 and English 102 through the University of Louisville for seniors. We work closely with our Journalism and Communications magnet, offering a variety of electives, including Great Books and dual credit Creative Writing. Because close to 100% of our students are bound for four-year post-secondary programs, the weight of our curriculum is focused on college-prep, as well as college level work through AP and dual credit courses. Our school has the highest percentage of students enrolled in AP coursework in the state of Kentucky. In addition, we also have the highest percentage of students enrolled in English dual credit courses, and with our campus being adjacent to the University of Louisville, our dual credit students are readily able to access university resources, including the academic libraries, Writing Center, and Digital Media Suite. This access of resources gives students a truly unique and comprehensive college experience while still in high school.

All students, excluding seniors, participate in formative assessment through MAP (Measures of Academic Progress) testing three times a year to establish individual student growth. Teachers utilize data from MAP testing in PLCs (Professional Learning Communities) to determine students' individual academic needs. Because incoming freshmen come from diverse academic backgrounds, the freshman PLC has worked to streamline this process and to use the MAP data to guide instruction and academic support, as an equitable way of ensuring that all students are appropriately prepared for future course choices. The first level of interventions happens in the classroom, but for students who need more targeted assistance, the school has the Manual Achievement Center (MAC). In the MAC, students may get individual and small group assistance from teacher interventionists, as well as peer tutors. Additionally, all juniors take the ACT. On that date, freshmen and sophomores also take a practice ACT, which provides more data for PLCs to use prior to and during students' junior year. Our school has the highest ACT average in the state.

Teachers in the English department employ a variety of instructional approaches, including project-based learning, student-directed inquiry, small group work, Socratic seminar, and direct instruction. As a full magnet school, we are especially aware of the diversity of our students' interests, from engineering to the performing arts, and we intentionally vary our instructional strategies to serve a variety of learning styles and multiple intelligences. We also utilize a variety of technological supports, including turnitin.com, Google Classroom, and database focused research.

1c. Mathematics

As a magnet school, students attend duPont Manual High School for a wide variety of reasons. Perhaps most notably is our consistently high ranking in US News reports (2019 - 45th ranked high school and 18th ranked magnet high school in the country).

Students also attend Manual to take advantage of the various magnet specialties offered. Due to diverse backgrounds and interests, it is no surprise that students begin school at multiple skill levels when it comes to mathematics. To place students in an appropriate math class, a placement exam is given. Considerations are also made to students who have Algebra 1 or Geometry credit from middle school; moreover, dMHS offers a range of math courses at various levels (e.g., Comprehensive, Honors, Advanced) to meet the needs of individual learners.

The mathematics faculty is comprised of 15 highly qualified teachers, three of whom are Nationally Board Certified. In their classrooms, teachers utilize teaching strategies from direct instruction, team activities, technologically-enhanced exploration, and student presentations. With training in differentiated instruction, teachers engage their students with high rigor, mathematically precise language, and mastery of standards. Regardless of the level of the class, the mathematics faculty prioritizes problem-solving skills, notational accuracy, and sense-making as mathematical skills that all students need to be successful. For our high-achieving students, dMHS's ecosystem of magnet-oriented classes provides appropriate challenges; our Math/Science/Tech magnet (MST) students dive deep into curriculum that spans Algebra to BC Calculus. For an added challenge, students can also take Discrete Mathematics or Linear Algebra. Partnering with the University of Louisville, directly across the street, students can also take collegiate classes.

For students who struggle to meet standards, teachers provide Tier 1 (in-class) support and are dedicated to help students be successful. Teachers meet weekly in PLCs to discuss plans, create shared assessments, and formulate remediation. For students who need focused remediation, dMHS offers the Manual Achievement Center (MAC) to students as a haven for teachers to target students' weaknesses. Each period of the day, math teachers assigned to the MAC work with students from all levels to build mathematical fluency. In addition to teachers, a cadre of peer tutors are also available in the MAC to provide one-on-one assistance.

1d. Science

The science curriculum is modeled from the NGSS and AP College Board and designed for students to experience science from natural to physical, from macro to micro. The curriculum is created to build interdisciplinary bridges among the core subjects, as well as the magnets that exist at Manual High School. The science department faculty network with science professionals at universities as well as in various businesses, which fosters opportunities for students to interact with science beyond a classroom setting.

Professional Learning Communities within the Department (and reaching beyond our building) are structured to maximize the growth mindset model of learning. Students demonstrate understanding in a variety of ways. Educators provide opportunities for students to learn the science concepts in an interdisciplinary manner by incorporating current events, multi curricular applications, technology assistance, lab based data analysis, field experience, co-teaching, visiting experts, etc.

The Math Science Technology (MST) magnet prepares students to become lifelong learners and leaders through development of lab/research skills, knowledge, and passion for STEM learning. This includes a rigorous curriculum with accelerated courses in math, science, and technology, as well as student driven independent research. Along with the MST curriculum, there is an integration of a multitude of extracurricular experiences that promote and support our diverse body of students to think critically and problem solve in local, national, and international competitions. These collective experiences through educators, curriculum, and student choice aspire to facilitate intellectual curiosity to achieve success at all levels.

1e. Social studies/history/civic learning and engagement

The social studies department at duPont Manual High School is a diverse and expansive department. The social studies department offers a wide-array of courses that allow students to engage in inquiry-based learning experiences found in our state social studies standards. Students engage in strategies for addressing questions through discussion and sources. Students, individually and collectively, construct meaning and create written and verbal interpretations and explanations to complete tasks in the social studies classroom. Students employ critical thinking strategies to lead discussions, make connections, identify problems, and finally, at the end of the inquiry-based learning model, students take informed action, and then reflect and recognize mastery and transfer learning to new situations.

The social studies curriculum at duPont Manual includes honors and advanced geography; Advanced Placement Human Geography; honors and advanced world civilization; Advanced Placement World History; honors, advanced and Advanced Placement United States History; African American History; honors Economics; Advanced Placement Macroeconomics; Advanced Placement Microeconomics and Advanced Placement Macro/Micro Economics; Advanced Placement Psychology; Sociology; Holocaust; Advanced Placement United States Government and Politics; and Advanced Placement Comparative Government.

The teachers in this department rely heavily on their PLC (Professional Learning Community) to help develop, guide, and analyze their instruction for their students. Teachers in this department work together to create both formative and summative assessments so that students learn and grow from their social studies experience and leave duPont Manual as more fully engaged citizens.

The majority of our students take four years of social studies, even though the state requirement for this core curriculum is only three years. Additionally, many of our students take multiple social studies courses in one school year. For example, a typical junior schedule often includes AP US History; AP Psychology; AP Macro/Micro Economics and possibly African American History and/or Holocaust.

duPont Manual provides real-world experiences for our students to be fully engaged citizens of the world. We encourage our students to travel abroad and provide opportunities for them to do so. We encourage our students to volunteer in the local, state and national community. Our students are doing real-world activities such as registering people to vote, volunteering at a local animal shelter or helping at a food bank. Our social studies students are learning what it means to be a committed, engaged, and informed citizen.

1f. For secondary schools:

AP testing is a big part of the school's culture. duPont Manual High School offers AP courses and exams in 34 different subject areas. Last year, approximately 1309 unique students participated in taking these exams, which totaled 2958 exams. Out of those 2958 exams, 2405 received a score of 3 or higher, resulting in thousands of college credits accepted across the country.

While duPont Manual High School's most current ACT average was a 27, we are always looking to improve. We offer free access to Triumph College Prep to all of our students. Every student at our school takes a practice ACT, which is scanned into Triumph College Prep, and then scored for them. This platform allows free individualized test preparation for our students. The lessons and practice questions each student receives are based on the sub-scores from the student's practice test. Classroom teachers can also use this platform for in-class assignments or for differentiated interventions.

In addition to the preparation each specific magnet offers our students for specific careers, Manual has five established career pathways available to all students as well and we have three more in the beginning stages. Students in any magnet can take a sequence of four or more courses in the areas of computer programming, computer science, mechanical engineering, food science, hospitality, fashion and interior design, family and consumer services, and biomedical sciences.

Through each of these pathways students have the opportunity to intern, co-op, take industry certification

exams, and apprentice. The established pathways in IT and Family and Consumer Sciences have students earning certifications in computer programming technology and food service industry. There are two completely student-led enterprises including a catering business and a t-shirt making and embroidery business. Students maintain inventory, take orders, and do all of their own books and marketing. Manual currently has students completing co-op connected to their career pathway as well as independent co-op. Students also have opportunities for apprenticeship in the building and out. Our technology students may run our school technology repair program which fixes computer issues throughout the building for our staff and they may work at GE part time. All students who qualify take end of year state employ ability exams. Manual has higher percentage pass rates per exam than the state averages.

Manual has made a commitment to strengthening our opportunities for industry experience for our students in the upcoming years. A team of staff implemented a marketing push for all of the opportunities available for students and made career opportunities an integral part of our scheduling process. We are more intentional in helping students plan starting their freshman year. We have even integrated information about industry certifications and apprenticeships into freshmen course curriculum.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Visual Arts:

The Visual Art (VA) Magnet, located at duPont Manual the Magnet High School, was created in 1984 to provide a facility and program for artistically gifted students pursuing an art oriented or creative problem-solving career. During their four years at Manual, students will produce a portfolio of art work for acceptance to a university or a professional college of art. Many students graduate from Manual Visual Art and succeed in other non-related art careers that require creative problem solving, high order thinking, and analytical skills taught in the Visual Art Magnet.

The Visual Art Magnet is centrally located with immediate access to programs at the University of Louisville and the Hite Art Institute, University of Louisville Photo Archives, the Speed Art Museum, and local galleries.

Students may choose from 19 art classes in a variety of art forms including, but not limited to: drawing, painting, illustration, graphic design, design thinking, textiles, printmaking, photography, ceramics, sculpture, architecture, and art history. All art classes have limited enrollment to provide maximum instruction for all art students. In addition, in order to serve the entire school population, 10 elective VA classes are open to students who are not Visual Art majors. The five faculty members who are experts in their fields and practicing artists hold advanced degrees, National Board Certification, and Advanced Placement training.

The VA Magnet offers the College Board Advanced Placement Program in Art History, 2D Design, Drawing, and 3D Portfolios. Also offered throughout the year are: visiting professional artist opportunities, visiting art college presentations, National Art Honor Society meetings, special art career emphasis in all art classes, Kentucky College and Career Day, which includes individual art portfolio reviews with top colleges and art schools around the country, and service learning linked opportunities with the galleries at Manual.

VA students exhibit their work regularly in the two professionally equipped art galleries on site. As a culminating high school experience, each senior participates in a gallery exhibit with peers in Norma E. Brown Art Gallery.

Performing Arts:

The Youth Performing Art School (YPAS), one of Manual's five magnet programs, offers highly specialized and intense training in each of its nine departments. YPAS has approximately 415 majors each year in grades 9-12 who receive specially designed instruction that prepares them for rigorous college, university, or

conservatory programs that are focused on the arts. Over 500 students in grades 9-12 from other Manual magnets take performing arts classes at YPAS as part of their elective courses. In addition to the performing ensemble class offerings in each department, courses in AP music theory, jazz improvisation, conducting, playwriting, and directing are available. Also, with the cooperation of the University of Louisville, students are able to take a music composition course for college credit. All students are provided the opportunity to participate in after-school performances and touring companies that perform throughout the region and internationally. Along with special projects, guest artist classes, touring ensembles, and performance workshops, over 50 student productions are showcased each season in our theatres, averaging nearly 20,000 spectators per year. The Youth Performing Arts School is part of the Louisville Arts Advisory Council, which provides special opportunities for our students including guest speakers, master classes, and collaborative performances with groups such as the Louisville Orchestra, Louisville Ballet, Actor's Theatre, and Louisville's PNC Broadway Series. All of these unique performance opportunities provide our students a vast knowledge and skill set that is needed to understand what the performing arts look like in a real-world setting. Finally, each year, in cooperation with the Manual Visual Arts Magnet and the Kentucky Governor's School for the Arts, YPAS hosts over 100 college, university, and conservatory representatives at its College and Career Fair. Here, students are afforded opportunities with admissions representatives to present art portfolios and audition, leading to scholarship awards and acceptance decisions on the spot.

Physical Education/Health/Nutrition:

We offer students a wide range of educational opportunities for each individual student to embark on and develop their academic excellence. The Health and Physical Education Department offers students opportunities in physical education, health education, nutrition, and strength conditioning. The district of Jefferson County Public Schools requires each student to complete one course of physical education and one course of health education as both courses are graduation requirements. Incoming freshman are encouraged to enroll and complete both courses as being a curriculum prerequisite to obtain admission for advanced elective courses we offer within the Physical Education department.

The counselors have developed a course curriculum map for students who desire to pursue their development in physical education. After completing the first year of physical education and health education, students are granted access to enroll in our sophomore level elective course, which is Foundations of Sports and Exercise. One of the unique aspects of duPont Manual is the diversity of student attendance in having four different academic magnets within the structure of the school. Students have the opportunity to learn and develop in the magnets of Journalism & Communication (J&C), Mathematics, Science and Technology (MST), Visual Arts (VA), Youth Performing Arts (YPAS), and High School University (HSU) Magnet programs. It is amazing to observe the social inclusion of the combination of different magnet students and a wide range of ethnicities within duPont Manual. The Physical Education department encourages and welcomes all students to enroll in our courses with the intention of developing each individual student's ability. The Physical Education department, across all courses, focuses on providing students with the proper tools and encouragement to continue their participation in some form of exercise well after graduation. In an effort to promote a lifetime of fitness, we emphasize the physical, social, and emotional wellbeing of all students.

World Language(s):

duPont Manual High School offers four or more years of study in French, German, Latin, and Spanish. We offer AP classes in French, Latin, and Spanish, in addition to Spanish Humanities, and Spanish Conversation. As a school of five magnet programs, each magnet requires at least two years of language study, and our HSU and MST magnets require three years. Students in grades 9-12 participate in language classes. Fifty-nine percent complete a third year of language, and twenty-six percent complete a fourth year.

Each year of language also offers two levels of study: Honors and Advance. The Honors level classes are for students who are new to language learning or who may need to learn at a slower pace. Our Advance level classes are for students who may have had some previous second-language experience and who prefer to learn at a faster pace. Advance level students also participate in National Exams for their respective languages.

Advance French 4 students focus on conversation, and plan and teach lessons to 8th grade students at Noe Middle School, our neighboring school. Students have the opportunity to gain real-world experience while demonstrating what they have learned. French AP students have had an 80-88% pass rate for the last five years. French also offers an exchange program with Lycée Freppel in France. Students communicate through letters and social media before hosting and then visiting their exchange student in Obernai, France.

Students can also participate in French Club and a French Scrabble team, which plays other teams from local schools. The National French Honors Society (NFHS) provides tutoring for students who may need help in the language. This past year, NFHS members created an after-school enrichment program to teach French to underserved primary school students. During the 1st semester, Manual students successfully taught an average of 35 students for the program.

We offer four years of study in German and a German Club which promotes German culture.

Latin offers up to five years of study. Latin Club (KJCL), under the auspices of the National Junior Classical League, does a monthly service project as well as an annual service project at its Spring Convention. Manual's chapter is very active and has two state officers. Our novice team is the State Certamen Champion. Our students have also won a total of seven book awards from the National Latin Exam, which requires a Gold score on four consecutive years of the exam.

Spanish 3 Advance students have the opportunity to complete this class as a dual-credit through Campbellsville University. The AP Spanish Language and Culture course offered at duPont Manual successfully epitomizes the benefits of the Spanish program during students' years of study. For the period of 2010-2019, AP Spanish Language and Culture achieved a 4.4 average AP score. Spanish V/Conversation has a yearlong partnership with Noe Middle School as part of the curriculum. This program gives Manual's students the opportunity to use their Spanish skills to teach the language to a 6th grade class. The Manual students create and deliver lessons, prepare learning materials, activities, proficiency tables and projects for their sixth grade students. It is a unique opportunity to explore the intricacy of the teaching arts and an opportunity for a real-life experience.

The Spanish Honor Society and Spanish Club members participate in many cultural and several service-learning activities. They tutor middle school aged Hispanic and LatinX students through Adelante, a non-profit organization in Louisville, KY, devoted to empowering Hispanic and Latinx youth, as well as tutoring Manual students struggling in their Spanish classes as part of our in-school tutoring center. Members also organize donation drives throughout the year for LaCasita, a local community center, serving the Hispanic population.

L.A.H.S.O and Allies (Latin American Hispanic Student Organization) provide an atmosphere of cooperation, innovation, creativity, and friendliness among its members. LAHSO and Allies members participate in public service designed to assist other Latinos and the community at large, offering a network for all students passionate about Hispanic culture. Student members assist others in academic development to ensure successful completion of their high school studies and advocate for the rights of the Hispanic community. Service, leadership, and academic excellence are central goals encouraged for life.

Technology/Library/Media:

The library maintains a full computer lab for classes, online testing, and individual use. We have two printing stations for quick access, color printing, and assorted software as dictated by curricular needs. A new MAC station has been implemented with Adobe software as well. Personal device charging stations are also available throughout the library. duPont Manual takes pride in the rigorous programs offered. However, numerous students do not have access to all their technological needs at home. The library helps to provide the resources necessary to provide equitable access to meet those needs and level the playing field for all students in the school.

includes the instructional, tutorial, and resources necessary for students to function remotely when physically visiting the library is not an option. It is a mobile/virtual library for research and personal use.

The library is a location for meeting technological needs, but as importantly, it is a gathering place for students, faculty, and staff for numerous purposes. The library facility is used for tutoring, individual and group activities, specialized instruction by teachers for our visual impaired students, private counseling sessions, career planning with armed forces representatives, online college interviews, and interviews by various college representatives on site.

The library provides equipment for teachers, including document cameras and projectors. Due to the demands on the library computers, Chromebook carts and iPad carts have been purchased for most departments.

3. Academic Supports:

3a. Students performing below grade level

When students are accepted to duPont Manual High School, a triangulation of data is used to help support student progress and placement into specific areas of need: assessment data, academic progress, and one-on-one counseling. One assessment tool used to help identify a student's proficiency level in Math and Reading is the Measure of Academic Progress (MAP). This assessment is given to all students three times a year to help monitor ongoing interventions, as well as to help identify areas of needed support.

Academic interventions are provided through our Manual Achievement Center (MAC), specialized study skills courses, and a robust 504-referral system. The MAC is a nurturing, student-centered environment committed to empowering our diverse population of students to achieve excellence. Furthermore, the MAC Lab fosters study skills and personal success habits that enhance learning and encourage the highest level of scholarship, provide highly qualified teachers who assist students in reaching mutually established goals, support students in achieving Transition Readiness through individualized instruction, alongside mentoring and peer tutoring.

Specialized study skills courses are designed to provide small group instruction to students on a weekly basis with a certified academic specialist in the area of needed intervention. These classes are small supportive environments that provide the students with help in their academic courses, while also providing pullout interventions.

Students who continue to perform below grade level or below their academic potential after interventions are provided are referred to the 504 counselor. The counselor and 504 committee review academic progress, medical documentation, and teacher observation/reports to determine accommodations to support qualifying students-ensuring a fair and equitable learning experience.

3b. Students performing above grade level

The instructional focus at Manual for students performing above grade level is vast, diverse and comprehensive. Students have a wide array of rigorous course options and autonomous opportunities to select courses that will both challenge and enhance their respective individual growth. For example, students at Manual can choose any level of course for which they feel prepared. Counselors meet with students individually and assist them in making their course selections. While assessments help in the course description process, they are only one part of this consideration. Due to test biases, culturally and socio-economically, students are also encouraged to evaluate their own commitment, interests, and future goals, before engaging in more rigorous courses.

Additionally, students meet with their current teachers to get assistance in deciding which courses to take the following year. At this meeting, teachers are candid about the challenges and rigor of the next level courses students may encounter. Not only does this help to ensure that students select courses that best meet their academic needs, but it also cautions students from requesting courses that are without the necessary rigor for

academic growth.

Students performing above grade level also have a plethora of opportunities to enhance and excel in their educational growth and development. For example, students who participate in the Louisville Academy and Crimson Scholars programs have a unique opportunity to enroll in courses at the University of Louisville and incorporate them into their Manual schedule. Moreover, students who elect to enroll in advanced placement courses, are allowed access to resources and media services at the University.

3c. Special education

Manual currently has a total 54 ECE and a total 107 students with 504 plans, within five units. We have eight hearing-impaired students, an MSD unit with nine students, an OI unit with 28 students (18 wheelchairs), and an OI/OHI unit. We Mainstream students and have resource and collaborative settings within our ECE department; all supported by five ECE teachers, four interpreters and 12 assistants. Finally, we have an ECE Implementation Coach, Counselor and Assistant Principal to support the team.

In order to provide individualized designed instruction, students participate in specialized study skills courses. These courses allow for each student to receive direct instruction in the areas indicated on the Individualized Educational Plan, while allowing the students to participate in any course offered at the school. Supports are provided to students in courses as needed to support learning and behavioral needs, using instructional assistants, teachers and interpreters.

Special education students are strongly encouraged to reach their potential academic growth. Regularly reviewing each IEP allows the Manual support staff to make necessary adjustments and reset student goals as needed. The daily and weekly collaboration of students and support staff ensures that each student is regarded as a unique individual, learning at higher levels, yet at their own pace.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Homelessness and attendance issues are integral parts of any educational setting. There are two groups at duPont Manual that work together to ensure success for students who may need additional nurturing in these areas. Along with other Jefferson County Public Schools, Manual has incorporated plans to support students who are challenged in these areas to ensure that they receive a fair and equitable education. Manual has a homeless liaison who works with the office of Access and Opportunity to identify homeless students. This liaison provides training and other support for school staff while ensuring immediate enrollment and access to student services. Identified Unaccompanied Homeless Youth (UHY) are provided information about rights and opportunities. Students are invited to conferences specializing in local resources, college application and funding, as well as other post-secondary possibilities.

Attendance issues are also supported through an attendance committee comprised of administrators, teachers, and support personnel. They have regularly scheduled meetings to discuss student behavior, grades, and attendance concerns, while identifying and providing necessary support for student success. These weekly meetings are scheduled to promote attendance and assist with other potential issues that may have arisen. Working closely with students in these areas helps to improve attendance goals and academic progress.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

duPont Manual High School is guided by our motto: Excellence, Diversity, and Tradition.

Our students are engaged and motivated by the advanced curriculum of our magnet programs, diverse peer interaction, and a commitment to tradition and excellence. Our five magnets (Math Science Technology, High School University, Journalism & Communications, Visual Arts, and Youth Performing Arts School) provide specialized curriculum where students pursue their passions in selective fields of study. The magnet interaction provides a perfect balance of STEM, Liberal Arts, Visual/Performing Arts programs, a diverse culture, comprehensive athletics program, and all-encompassing social and academic support programs.

Magnets function in a symbiotic relationship that facilitates student growth. It is an environment where students encourage each other through creativity, collaboration, competition, and pursuit of similar interests. The duPont Manual community is a culture of creative excellence. Each magnet program is staffed by teachers who are passionate about their field of expertise. They provide creative and innovative learning experiences for each student to reach their academic/performance potential. In short, Manual is a learning community where motivated students feed off the positive energy and creativity of their peers and teachers.

duPont Manual's unique magnet curriculum provides specialized courses that meet or exceed state and/or national standards for each content area. Students choose appropriate classes from comprehensive, honors, and advanced levels, to 100+ sections of College Board Advanced Placement courses, college dual credit courses, and 100's of magnet-specific accelerated courses. Other opportunities include partnerships with the University of Louisville through the Louisville Academy and Crimson Scholars, where students attend classes at the university.

It is our belief that Manual students thrive from the diversity they experience on a daily basis in our halls and from the nurturing atmosphere within the classroom. The school staff is devoted to the support and success of each student as a valued individual member of our learning community. Our school includes first generation American students from 81 countries, representing 40 languages. Students come from every zip code across our city and every socio-economic background. Students with special needs are also embraced as part of the school family and intentionally included in planning activities.

Finally, the counseling department and student support teams provide social, emotional, and academic supports for all students. All student academic needs are addressed through our MTSS structure, classroom instruction, faculty “naming and claiming” specific students, and remediation/acceleration services provided through the Manual Achievement Center (MAC).

2. Engaging Families and Community:

In 2014, the Magnet Schools of America conducted an audit of the Jefferson County Public Schools magnet programs. Scott Thomas, the Executive Director of MSA, stressed that no school in America has Manual's diversity of magnet programs and still accomplishes such tremendous student achievement. He was shocked that Manual fosters such tremendous achievement without any special staffing or budget help from JCPS. In fact, one of Thomas's primary recommendations for JCPS was to provide Manual with staffing and resources that meet the needs of our unique mission.

What Scott Thomas revealed is something Manual has long known and prided itself on - Manual's lengthy and laudatory-worthy history of amazing student achievement is predicated almost entirely upon parent and community involvement. Without a strong, systemic framework of family and community connections, Manual students would not have the resources they need to facilitate such high levels of academic achievement and magnet-specific honors..

Two immediate examples of such are our robust School-Based Decision Making (SBDM) Counsel and our

widely followed Twitter accounts. Our SBDM's parent representatives allow our parents to participate in school-wide decision-making which directly impacts student needs and student achievement. Additionally, Manual's Counseling Office, Parent/Teacher/Student Association, Athletic Department, five magnet programs, over seventy student organizations, sports teams, and our Alumni Association all maintain vibrant Twitter accounts. The large number of applicants to our magnet programs and our massive PTSA membership are evidence of the strength and value of these connections and of their efficacy in terms of community engagement and connection.

A third example is found in our PTSA, who are in constant communication with Manual stakeholders through their Facebook page, website, Twitter, email announcements, and email newsletter. Our PTSA's power to communicate and solicit assistance provides our students with a world-class College and Career Center, our College 101 night (which attracts colleges from across the US), enough volunteers to hold important school-wide events, and fundraising to help meet the vast educational needs at our school.

A further example is our connection with universities such as the University of Louisville, Bellarmine University, Spalding University, and Jefferson Community College. These institutes of higher learning eagerly collaborate with Manual, and our students reap the benefits by student/faculty mentoring, facilities usage, and also taking classes at these institutions while still a Manual student.

Finally, Manual has a board of alumni trustees, the Crimson Mission, which bridges some of the financial gap between what Manual students need and what public funding can provide. The first of its kind at a Kentucky public school, the Crimson Mission engages families, community organizations, institutes of higher education, and businesses in providing the resources Manual students need. In its first four years, the Crimson Mission has been responsible for building the Manual Achievement Center, the Honeycomb Technology Lab, the Manual Fieldhouse, and countless smaller projects like purchasing a 3D printer, paying for student trips, and buying a telecaster for Manual's student news broadcast.

3. Creating Professional Culture:

duPont Manual High School has 105 diverse faculty members that range in age from mid-twenties to early-seventies. With an average of 15 years teaching experience, 93.6% hold a Doctorate, Rank 1 or Master's degree. Providing professional development that accommodates and benefits everyone requires a variety of learning experiences that reach all types of learners; surveying faculty members, analyzing walk-through data, and identifying patterns in teacher observations provide the needed information to plan meaningful learning opportunities. These opportunities have included diversity training to avoid bias and foster understanding in the classroom, mental health support for educators and support staff, the use data to drive instruction, and get to know you activities that help build relationships among faculty and staff. Two professional development days are embedded into the school calendar each year that provide opportunities for teachers to rotate to four sessions with their respective departments; giving teachers time to develop and deepen relationships with each other has helped the overall school climate and raised student achievement. In addition, teachers meet weekly in PLCs to analyze data, design common and formative assessments, and develop higher order thinking strategies.

To open each year at the back-to-school faculty meeting, new faculty/staff members are introduced and given a Manual t-shirt and goodie bag. In addition, each new Crimson is paired with a veteran mentor that guides and supports him throughout the year. Several celebrations are held with mentors/mentees during the year to provide support and celebrate achievement; this includes donuts before school and a special breakfast and gifts before winter break. Such intentional collaboration and support fosters growth among our staff and success for our students. Faculty and staff birthdays are celebrated during each faculty meeting with cookies given to those having birthdays the month of the faculty meeting. Each month, a faculty/staff member is chosen to recognize excellence in education; this awardee receives a large homemade cookie, certificate, t-shirt, and a picture made into a poster that is mounted on a prominent wall. To encourage collegiality among all faculty and staff, several fall football tailgating activities are held before home games to include families; games such as corn hole, Frisbee and Trackball entertain old and young alike. Activities to bring Crimsons together throughout the year include records played daily on a record player as faculty/staff sign in, Friendsgiving in the fall, jackets given out during the winter celebration before break,

Super Bowl pitch-in with football throw competition, spring Archery contest, and Pony Races during the week of the Kentucky Derby. Competitions culminate with a winner receiving a prize, his or her picture posted through email, and bragging rights until the next year.

4. School Leadership:

duPont Manual High School's leadership philosophy is student-centered, supportive, and intentionally focused on collaborative workings. Manual High School has worked very hard in establishing and maintaining a culture of success, and such collaboration underscores and shapes this success.

The leadership team consists of Principal, six Assistant Principals, six Counselors, one Administrative Assistant, one Academic Instructional Coach, one Building Assessment Coordinator, one Implementation Coach and one Mental Health Counselor.

Regardless of the role groups, all administration works tirelessly to provide all students opportunities to participate in a dynamic, interdisciplinary, diverse learning community that focuses on rigorous academic, technical, and artistic college-preparatory magnet programs.

Our collaborative leadership model allows administrative teams to lead and support teachers in creating effective and engaging instructional practices. Our redefined and monitored PLCs encourage a host of outcomes: choice in student assignments, rigorous demonstrations of learning, deep understanding of content and real-world applications with connections to success skills. A collective ownership in student mastery is the ultimate goal. These are the items of the intentional focus. In our collective commitment, we meet weekly and grow as a team and as practitioners. Our expectations for all lessons in all classrooms is clear: they are to be designed with considerations for the students in the class and informed by data.

We believe what happens in the classroom matters the most. The principal and assistant principals take this mantra and put it into practice. We have implemented a walkthrough system for instructional feedback and professional learning for teachers. Using an established, instructional framework, a high-frequency walkthrough system is designed to provide individualized feedback and coaching sessions with teachers six times throughout the year. The data monitoring system used measures the impact and ultimately informs our school-wide PD decisions.

Finally, a student support system, headed by the counseling and other support staff, adopts an academic and behavioral/mental health approach. Our school wide academic intervention plan ensures that grade-level core concepts are the focus of intervention, and it provides additional time for mastering content. Personalized learning pathways for all students, based on MAP benchmarks and mastery of standards, are components of the plan and are accomplished through our Manual Achievement Center. (MAC) In addition, a behavior/mental health plan promotes the healthy emotional, social, and behavioral development of all the students. It also takes into account the general well-being of school staff and families and is modified and adjusted as needed. Here we educate staff, parents, and students on symptoms of and help for mental health problems. We promote social and emotional competency and build resilience by helping to ensure a positive and safe school environment. We teach and reinforce positive behaviors and decision-making as we support all members of our school community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The single practice that has most influenced our school's success is our system for monitoring and supporting student growth and the mastery of skills in all content areas. Our system is universally understood by all stakeholders as central to what we do. Positive academic outcomes are direct results of our methodical implementation and perseverance to deliver the best education for each individual student at duPont Manual High School. Ongoing student growth and academic success is the direct result of our deliberate, multi-tiered system of individual student support.

While the system does not have a name, it is a student tracking system or "name and claim" system nonetheless. In April of each student's eighth grade year, newly accepted students report to duPont Manual after school one afternoon to take an incoming placement exam. The exam consists of a one-hour math placement exam, a half-hour literacy exam, and a half-hour Spanish exam for those students pursuing higher-level Spanish instruction. After all exams are scored, students are provided with class level recommendations that would best lead to their overall academic success before they schedule for freshman classes.

At the beginning of each school year, all students have an opportunity to drop/add classes during the first 10 days of school, much like college. This flexibility gives students the opportunity to preview a class before committing to it for the entire year. After the drop/add window closes, student schedules are set, but accommodations are made on an individualized, case-by-case basis through our counseling office. Our counselors, along with our attendance clerk, digital academy coach, an assistant principal, and the principal makeup the Student Support Team (SST). This team monitors each student's academic growth, as well as their social, emotional, and behavioral growth. While this team works closely together on a daily basis to offer student support, formal meetings are held once a month to ensure every student is on track for their college and career goals.

The Instructional Learning Team (ILT) is composed of our department chairs, our building assessment coordinator, our academic instructional coach, a counselor, an assistant principal, and the principal. This group also meets once a month to calibrate and make recommendations about schoolwide curriculum and instruction, as it pertains to student growth and mastery.

Finally, the Manual Achievement Center (MAC) is a physical space and a system itself, where all students can receive academic support in any subject area at any time. For those students who require math or English support, certified teachers are available in the MAC to provide academic support during the school day. For all other subject areas, students are paired with certified teachers through Extended School Services (ESS) or top-performing seniors are available in the MAC to provide academic support for their peers.