

FDHS Continuous Improvement Diagnostic 2018-2019

Phase One: Continuous Improvement Diagnostic

Frederick Douglass High School

Lester Diaz

2000 Winchester Road

Lexington, Kentucky, 40509

United States of America

Target Completion Date: 10/01/2018

Last Modified: 09/28/2018

Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Frederick Douglass High School is in its second year of operation. Due to the frequency of the TELLKY survey, we do not have survey results to work with. We conducted an on-site climate and culture survey in October of 2017 and will use that data to complete this portion of the survey. The e-Prove survey indicates our lowest score was in the area of completing responsibilities while at work. Sixteen percent of staff indicate there is never enough time and twelve percent identified hectic as the phrase which they most associate with completing work. The second lowest scoring survey area was expectations for students with only 23% of staff indicating they feel students are learning. To address the topic of student learning, the SBDM has charged the curriculum committee to analyze the current grading policy and its effectiveness when aligned with standards based grading. Additionally, school and district walk-through observations will focus on Outcomes, Tasks, and Success Criteria. Data will be collected and analyzed monthly to compare growth. Several things have already been changed to address the feeling of staff not having adequate time to complete tasks while at work. New structures and processes have been put in place for all Small Learning Community, and Professional Learning Community meetings. This structure allows for more efficient work flow in those meetings. Norms are established, an agenda is prepared prior to all meetings, and the minutes are taken in real-time. All data for both PLC and SLC meetings is contained in a team folder making it readily available for all staff. PLC meetings were moved from weekly to bi-weekly to allow teachers more time to work on individual tasks. In addition to these changes, we have provided new teachers with a mentor in the building who assists with structures and procedures, and provided summer professional learning to provide guidance on all processes and procedures. In an effort to increase all communications and decrease work load a weekly newsletter is sent to staff every Friday.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

This year, we implemented a double SBDM council in order to involve more parents and ensure more parent voice. Additionally, we plan to invite parents to become members of our SBDM subcommittees. Moreover, at every event we host, we have a question and answer session in order to involve more parents in the development of the continuing improvement process. Within the building, we host a bi-weekly leadership meeting with our teacher-leaders. At these Executive Leadership Team meetings, our teacher-leaders provide us with information about what's happening within their small learning communities and their content professional learning communities. Our student ambassadors are regularly consulted with to gain an understanding of how students perceive what's happening in the building.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|--|---------|
|  E-Prove Survey Results | This is a copy of the survey results used. | 1 |

FDHS Needs Assessment 2018-2019

Phase Two: The Needs Assessment for Schools

Frederick Douglass High School

Lester Diaz
2000 Winchester Road
Lexington, Kentucky, 40509
United States of America

Target Completion Date: 11/01/2018

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Within the academy structure data is analyzed on many different levels. Each teacher has access to assessment data for each student. Within each academy, the small learning community (SLC) of teachers uses the MTSS protocols set forth by the district to analyze any and all assessment data that is available. This includes mock assessments performed at the school level, the PSAT and ACT data we have in addition to MAP data for the freshmen. In addition to the work of the SLC, each departmental PLC analyzes common assessment and MAP data as is available to them. Each of these entities work in conjunction with the executive leadership team to discuss next steps for our students and our school. Each SLC meets a minimum of weekly and their minutes are recorded on a Google Team Drive for all team members and administrators to see. The departmental PLC's meet twice per month and minutes are documented in a similar fashion with the entire staff having access to those minutes. The Executive Leadership team which consists of the SLC and PLC leads, the counseling department, and the administrative team meet twice per month with an agenda and live minutes being available throughout the meeting and via archives. Members of this leadership team analyze assessment and behavioral data to develop a plan of action for intervention and enrichment for all students. These plans are disseminated to the staff through email, faculty meetings, and back through the SLC and PLC process.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

All students graduation Rate 87.2% Based on 145 Students Lowest graduation rate is 72.2% - Disability-with IEP Highest graduation rate is 90.5% - White Non-Academic - Enrollment increased from 987 to 1250. -Number of discipline referrals has increased from 260 total events through the first 49 days of school to 411 total events during the same period. -Resolution count for discipline referrals increased from 143 to 175 in 9th grade and from 63 to 167 in 10th grade. This would be comparable to the increased population of 10th graders (200-380) but would still be an increase in discipline resolutions from the same group of students from 143-167. -Despite an increase in referrals, Suspension days are down from 242.05 days to 180.98 days during the same number of instructional days from the prior year. -Adversely, In School Suspension or SAFE hours increased from 117.13 hours to 158.97 hours. Considering the increase in referrals, and population, this is a marginal increase. Transition indicator Based on 145 Students All Students - 29.8% Highest - Hispanic - 38.5% Lowest - African American - 21.3% Disability-with IEP - 0 out of 7 students Proficiency (Combined Reading and Math) Based on 186 Students All Students - 45.6 White - 62.2 62 students *African American -33.4 86 students *Hispanic - 36.7 17 students Two or More Races - 49 12 students *English Learners - ___ 9 students *Free/Reduced - 49 119 students *Disability-with IEP - 12.1 21 students

ATTACHMENTS

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Combined Reading and Math. Only 12.1% of Students with a disability reached proficiency. 62.2% of white students as compared to 33.4% of African American students reached proficiency. Reading 62.5% proficiency with White students 34.9% proficiency with African American students 29.5% proficiency with Hispanic students 16.7% proficiency with Disability identified students. Math 61.8% proficiency with White students 31.8% proficiency with African American students 43.8% proficiency with Hispanic students 7.5 % proficiency with Disability identified students.

ATTACHMENTS

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Trends

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

As we are in the second year of operation, we do not have two years of trend data. However, looking at the first 48 days of the school year it is evident through various walkthrough instruments that we have more academic focus in our classrooms and well as a better grasp on the behavioral and cultural aspects of operations. Looking at the data we have, it is clear that we need to focus on Assessment Literacy and addressing proficiency with our GAP populations. Walkthrough data shows greater use of the Canvas LMS and more consistent presence of learning targets, assessment criteria, and agendas. Behavior data indicates an increase in referrals. However the increase in lower-classmen population is much larger than the increase of upperclassmen. The data shows that these underclassmen create a larger number of discipline referrals which is congruent with the number of students in those grade levels.

ATTACHMENTS

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Potential Source of Problem

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 outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

We will continue to work on Work Processes 4 and 5. Our SLC and PLC's continue to work with data analysis in their academy and target specific tiered interventions for those students based on common assessments, and mock ACT results. These interventions will work continually. All students will have a target instructional strategies class during our advisory/intervention period. During this period, they will focus on SLOP Strategies and ACCESS testing literacy. ELA and Math will continue to implement the district prescribed common curriculum, assignments, and assessments which is analyzed through the PLC and district content meetings. As a result of alignment and data analysis we are also using our intervention/advisory time to focus on assessment literacy and ACT preparation which is work process 3.

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

As a new school our enrollment continues to increase. This year, student enrollment increased from 987 to 1275. Graduation rate is 87.2% which is higher than the district average of 83.4% from the 16-17 school year. Transition indicator was surprisingly low at 29.8%. We know that within the academy model as we have students complete industry certifications that coincide with their pathway completion this number will increase.

ATTACHMENTS

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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|-----------------|-------------|---------|

FDHS Assurances 2018-2019

Phase Two: School Assurances

Frederick Douglass High School

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

Target Completion Date: 11/01/2018

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
 - No
 - N/A

COMMENTS

Ongoing professional learning to assist teachers assisting all students is part of our overall growth plan. We do not receive title 1 funds but intentionally utilize student data and the MTSS process through our SLC and PLC processes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

COMMENTS

MOCK ACT MAP for 9 PSAT SLC PLC Data Tracking

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

Check with SLC's and ELT

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|--|---|---------|
|  2018-2019 PD Plan | this is a copy of the 2018-2019 Professional Development Plan | 2 |

FDHS Comprehensive Improvement Plan 2018-2019

Phase Three: Comprehensive Improvement Plan for Schools

Frederick Douglass High School

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Lexington, Kentucky, 40509
United States of America

Target Completion Date: 01/01/2019

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

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

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

Please See Attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|-------------|---------|
|  CSIP | FDHS CSIP | |

FDHS Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

Frederick Douglass High School

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United States of America

Target Completion Date: 01/01/2019

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

ATTACHE DOCUMENT FROM TEAM DRIVE CSIP FOLDER

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

We have identified our gap populations and have started identifying targeted strategies for those populations. The climate and culture of our building is one of success for everyone. We continue to seek out ways to reach all students and meet them where they are.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

We currently only have one year of data and trends for our school cannot be established. That being said, national and local data tells us that English Language Learners, Special Education Populations, and students of poverty continue to under perform other demographic areas. We have targeted these and other identified student populations with a focus on remediation and standard mastery.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Using Mock ACT and other local assessment data, we have determined that all identified groups have shown some improvement.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

We continue to show minimal growth with Special Education populations.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Professional learning continues to focus on consistent, accurate, and rigorous teaching of the standards in the areas of math and language arts. Additionally we seek ways to reach target assistance groups through culturally responsive teaching strategies, SLOP and high yield instructional strategies.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

We currently lack data to answer this question.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Executive leadership team, Department Chairs, Curriculum Committee, Professional Learning Communities, and Small Learning Communities are all involved in the continuous improvement planning and implementation process.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Please see attachment "Gap Goals"

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment " Gap Goals"

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|--|---|---------|
|  GAP Goals | GAP goals page for the Comprehensive Improvement Plan | III |

FDHS Executive Summary 2018-2019

Phase Three: Executive Summary for Schools

Frederick Douglass High School

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2000 Winchester Road
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Phase Three: Executive Summary for Schools

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 also have the opportunity to apply for the Biomedical Sciences Magnet Program. Douglass is a diverse community, serving approximately 57% minority students with a 25% minority staff. Additionally, 59% of the students qualify for the federal free or reduced lunch program. Bringing together students from the multitude of 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 of its students and families in the classroom and through the full compliment of extra and co-curricular activities.

ATTACHMENTS

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

Frederick Douglass High School's vision is to elevate 21st-century learners into integrated citizens through academies that specifically cater to our population's diverse interests and professional opportunities in the community. This vision statement, collaboratively developed by the Douglass staff drives everything they 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.

ATTACHMENTS

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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 the uphold the traditions of the original Douglass school and honored to claim their alumni as its own.

ATTACHMENTS

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Additional Information

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

Frederick Douglass High School was named to both honor a great American leader and reclaim a local legacy of educating Fayette County students at high levels. Frederick Douglass was a 19th Century African-American social reformer, abolitionist, suffragist, orator, author, and statesman. Frederick Douglass was the first African-American to run for vice president of the United States. The former Frederick Douglass High school was an African-American school which opened in 1929 on Price Road in Lexington and closed during desegregation in 1971. Over the years, Douglass School served Lexington students in many configurations as a high school, as a junior and senior high school, and as an elementary school. During its 42-year history of serving African-American students who lived in Fayette County, Douglass School was known for holding students to high academic standards and pushing them to transcend barriers. More than 600 students graduated from Douglass High School in its history and its alumni association remains active and involved in our community today. The alumni still give an annual scholarship to students from every school. Douglass School was the first school in Lexington to provide free lunch for students. Douglass School was one of the first PTAs established in Lexington. Douglass School comes with a built-in rivalry against Dunbar High, another former Lexington school that was rebuilt. Helen Caise Wade, the first student to integrate Lexington's public schools when she attended summer school at Lafayette High School, was a Douglass student. Our new school is built on a former horse farm known as Hamburg Place which was owned by John E. Madden. Hamburg Place owned several champion stallions including Sir Barton who was the first Triple Crown winner. Our new school opened its doors to students and the public in August 2017.

ATTACHMENTS

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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