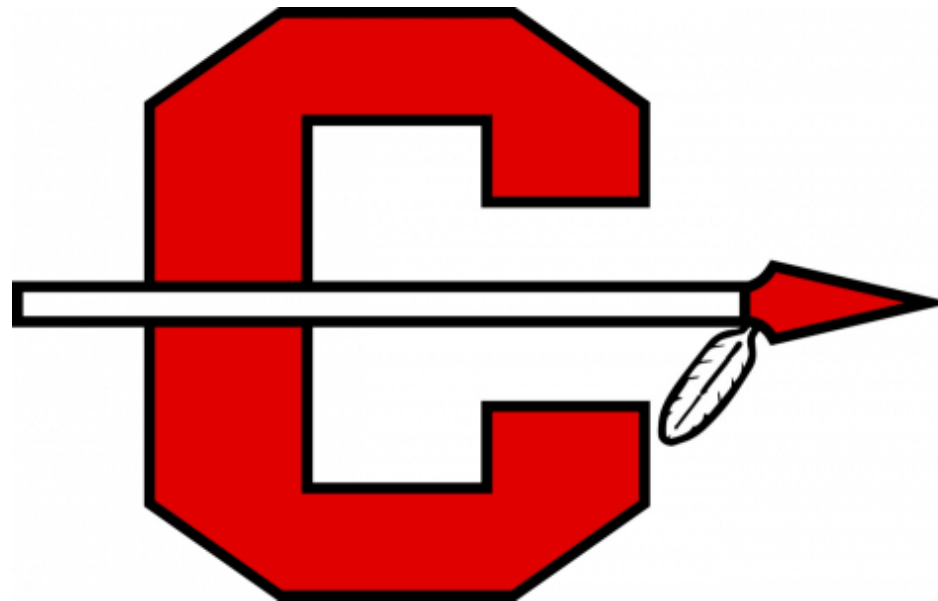


**Cleveland Independent School District
Frederick Douglass Learning Academy**

2019-2020

Accountability Rating: F



Mission Statement

The Frederick A. Douglass Learning Academy believes that every learner can succeed through a student-centered and supportive atmosphere. Student success is dependent upon the partnership of students, educational leaders, post-secondary institutions, and community members.

Vision

The philosophy of the Douglass Learning Academy is to build a community of extraordinary learners, with a family of dedicated staff members who go above and beyond to assist our students in taking the next step towards life long success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student demographics at Douglass Learning Academy continues to change and mirror the changes seen within the district in the past couple of years. During the 2019-2020 year of the school's operation, the enrollment is reflected by the following:

- Demographic breakdown:
- 9% Black or African American
- 58% Hispanic
- 33% White
- 100% of the students are identified as "At-Risk."
- 49% of current students are identified as LEP.

Demographics Strengths

Our demographic strengths include an ethnically diverse population, but a relatively homogeneous group of learners who have blended into a caring school family.

Student Achievement

Student Achievement Summary

While our passing rate on state assessments is within the alternative education academically acceptable range, there continues to be a need for improvement with consideration to the new accountability rating system.

Student Achievement Strengths

Individual attention and small group instruction allow us to identify and re-mediate areas of concern for all students.

School Culture and Climate

School Culture and Climate Summary

Frederick A. Douglass has a positive school climate. There is a culture that recognizes both individual and group achievement. This climate encourages success for all students.

School Culture and Climate Strengths

Due to lack of success that many of our students have experienced throughout their school career, there are many positive rewards in place for all students, including rewards for completing credits, maintaining perfect attendance, and earning student of the month.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Frederick A. Douglass Learning Academy has retained a majority of highly qualified teachers for the past several years. We hope to continue that trend to better serve our students.

Staff Quality, Recruitment, and Retention Strengths

We have a group of educators who work well with fragile learners. They are strong communicators and excellent motivators with a desire to help at-risk students succeed.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty and staff at Douglass Learning Academy continue to strengthen instruction and tailor it to meet the needs of all students. The curriculum is aligned with all state and district mandates.

Instruction has expanded to include both small and large group instruction as well as computerized instruction through Edgenuity.

Assessments include unit tests in Edgenuity and state assessments congruent to the year students entered high school. An appropriate college entrance test, as well as military exams opportunities, are provided for each student to fulfill all graduation requirements.

Curriculum, Instruction, and Assessment Strengths

Strengths in this area include large group instruction, project-based instruction, and the use of small group instruction for necessary remediation.

Instruction includes a detailed focus on STARR TEKS that are areas of weakness with our students. Common assessments are administered every six weeks to measure STARR remediation that is conducted daily.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is an ongoing area weakness associated with DLA. Our faculty is regularly tries to make parental/guardarian contacts via phone, text, and email. DLA regularly sends mail contacts and updates our webpage regularly with announcements. This year we are using Remind 101 to make daily announcements to continue the expansion of our communication.

DLA continues community outreach by inviting speakers to campus such as Workforce Solutions, Lone Star College, local business people, and military representitives.

Parent and Community Engagement Strengths

Students and/or their parents are contacted by the school secretary in the morning if they do not arrive at school in a timely manner. They are also contacted by their advisory period teacher after three absences to determine the reason for the absences in addition to contact from school administrators in a positive nature to promote student success.

School Context and Organization

School Context and Organization Summary

Frederick A. Douglass Learning Academy is an organized team consisting of a principal, six teachers, students, one secretary, and one custodian. The principal functions as a facilitator for staff and students. The positive and constructive environment of the campus is attributed to the staff and student buy-in of personal responsibility and ownership.

The 2019-2020 continued expression is "we will take responsibility for our success and failures".

School Context and Organization Strengths

The campus strength is that our size allows for staff and students to truly build personal relationships of trust. Our DLA staff is committed to students and continues daily to go out of their way to build student relationships. They have a desire for overall success.

Technology

Technology Summary

Technology currently is an efficient part of our campus. Our students work on Edgenuity daily and rarely experiences technical issues. DLA currently has Net Support so teachers can monitor and block students from prohibited websites.

Technology Strengths

Edgenuity continues to be the method of curriculum delivery this year. Each course is custom built for the student. Informal surveys of students indicate that it is a user-friendly program that offers increased video instruction and integrated cross-curricular critical writing not offered in the previous program.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

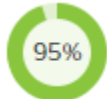


Revised/Approved: September 16, 2015








Goal 1: Douglass Learning Academy will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.

Performance Objective 1: Establish a learning environment of high expectations, equity, rigor and relevance that will increase student success rates and passing rates on all state assessments.

Evaluation Data Source(s) 1: All available data i.e. Edgenuity assessments, EOC results will be analyzed and synthesized to make informed instructional adjustments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Comprehensive Support Strategy</p> <p>1) We will meet bi-weekly as a faculty to review data, student progress, and attendance.</p>	Principal	Meeting weekly as a faculty to review data, student progress, and attendance will aide us in making informed and data driven instructional decisions. It will allow us to concentrate efforts where they are needed the most, identify struggling students, and increase the graduation rate.			
<p>Comprehensive Support Strategy</p> <p>2) Fundamental Five is the Formula for Quality Instruction, shares with teachers and school leaders the five practices that every teacher can, and should, use to dramatically improve instructional rigor and relevance, and student performance. Additional sources used are "Excellence in Every Classroom", by John Wink. Also, the PLC process that empowers our teachers and helps develop their skills.</p>	Principal Counselor	The Fundamental Five should provide highly effective instruction that helps: frame the lesson, work in the power zone, frequent purposeful small group learning, and recognize and reinforce. John Wink provides a foundation that every student leaves graduated with some type of CCMR. The PLC process will develop and grow our teachers to continue to strive towards mastery.			
Funding Sources: Local Funds - 0.00					
<p>3) Continue the use of Edgenuity and in-class instruction for both credit acquisition and credit recovery .</p>	Principal Counselor Teachers	Through the use of Edgenuity and in-claas instruction, we expect to see higher graduation numbers and more students prepared for post-secondary readiness (life after high school).			
Funding Sources: Local Funds - 6000.00					






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy 4) Increase the monitoring of student pacing and progress by reducing the amount of wasted time not working on their assignments and continuously reinforcing the need to complete 1/2 credit in each course they are enrolled in 13 weeks.	Principal Counselor Teachers	Utilizing the Edgenuity Reports and intense teacher monitoring of student pacing and progress by reducing the amount of wasted time not working on their assignments will provide an opportunity for students to complete their assignments in a shorter amount of time and identify struggling students thereby increasing the graduation rates.			
	Funding Sources: Local Funds - 0.00				
Comprehensive Support Strategy 5) Meet with students weekly to recognize outstanding achievement and efforts.	DLA Staff	The expected result of this strategy is that students will become more engaged through self-motivation to graduate.			
	Funding Sources: Local Funds - 0.00				
Comprehensive Support Strategy 6) Teachers will submit a written plan (embedded within their lesson plans) to review all test takers on the EOC/STAAR test to be submitted to the Principal weekly. Each lesson will be presented to the students daily at the beginning (first 15-20 minutes) of class. Students will keep a written journal/notebook of each lesson. Fall and Spring scores on the EOCs will be reviewed by each teacher according to their subject area. Ongoing.	Principal Teachers	The expected result of this strategy is more students being successful on their EOCs especially first time test takers.			
	Funding Sources: Local Funds - 0.00				
7) Invite speakers from various career fields and post secondary institutions to motivate students to complete what they started and inform students of the opportunities that await them once graduated.		The expected result of this strategy is that students will become more engaged through self-motivation to graduate and be more prepared for a world that awaits their contribution to society.			
 = Accomplished  = No Progress  = Discontinue					

Goal 1: Douglass Learning Academy will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.

Performance Objective 2: Involve all stakeholders in the development and implementation of rigorous and effective teaching and learning activities that align with ESSA guidelines.

Evaluation Data Source(s) 2: Student graduation rate, T-TESS teacher evaluations, documentation of parent visits and phone logs.

Summative Evaluation 2: Some progress made toward meeting Performance Objective






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Comprehensive Support Strategy</p> <p>1) We will use the strategies outlined in the book Fundamental Five, Excellence in Every Classroom as the foundation for implementing a more robust and rigorous instruction plan. Our PLC process will be integral for the continued growth of our staff.</p>	Principal Counselor Teachers	The result will be teachers utilizing research based instructional practices and an increase in student engagement and success.			
<p>Comprehensive Support Strategy</p> <p>2) All staff will participate in district staff development opportunities that raise the quality of teaching and learning at campus level.</p>	Central Office Administrators Principal	<p>This strategy will be measured by the number of staff members participating in Staff Development opportunities and monitored by reviewing attendance at the sessions using sign in sheets or other instruments that attest to their attendance.</p> <p>Ultimately the success of the student will determine if the staff development has been effective as attested to by an increased graduation and attendance rate.</p>			
Funding Sources: School Improvement - 0.00					
 = Accomplished  = No Progress  = Discontinue					

Goal 1: Douglass Learning Academy will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.

Performance Objective 3: An interdisciplinary team will create support mechanisms to regularly and consistently intervene to support students who are academically or effectively at risk and implement the pyramid of interventions including organizing meetings with students, parents, and advisers.

Evaluation Data Source(s) 3: Team meetings will be documented for students in need of intervention and interventions will be monitored for success.

Summative Evaluation 3: Some progress made toward meeting Performance Objective





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy 1) Bi-weekly meetings will be held to determine progress and identify students who are in need of assistance.	Principal Counselor Teacher	This strategy will result in early intervention for struggling students, identifying and addressing needs of students to help them stay on track academically, and increased success rates. Also, by law parents will be notified and invited to assist us in helping their student to be successful.			
Comprehensive Support Strategy 2) Parent conferences will be held for students who are experiencing difficulty in making adequate progress towards graduation and who are experiencing attendance difficulties.	Principal Teachers	The expected result is the value of parental influence towards their student yielding higher academic performance influenced by the higher rate of attendance.			
 = Accomplished  = No Progress  = Discontinue					

Goal 1: Douglass Learning Academy will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.

Performance Objective 4: Testing data will be analyzed and student needs will be addressed through the adjustment of instruction in both large and small group instruction.

Evaluation Data Source(s) 4: Individual growth will be shown by improvement or mastery on EOC subject area tests.

Summative Evaluation 4:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy 1) Students who have not completed an EOC will receive small group intensives and additional targeted small group for the identified subject area.	Principal Counselor Teachers	This strategy is expected to result in the student passing the EOC/TAKS Exam and/or increase their individual score by a minimum of 10%.			
	Funding Sources: Local Funds - 0.00				
 = Accomplished  = No Progress  = Discontinue					

Goal 1: Douglass Learning Academy will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.

Performance Objective 5: Frederick A. Douglass Learning Academy will provide PRS services for pregnant students.

Evaluation Data Source(s) 5: All pregnant students will receive pregnancy related services.

Summative Evaluation 5: Met Performance Objective






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy 1) PRS students will meet with the nurse on a regular basis.	Principal Counselor Nurse	This strategy will result in students with child being able to attend school regularly with less days out thereby being able to progress academically and graduate on time.			
 = Accomplished  = No Progress  = Discontinue					

Goal 1: Douglass Learning Academy will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.

Performance Objective 6: Conflict resolution will be provided for students in need.

Evaluation Data Source(s) 6: Staff will record any conflict resolution needed and situations will be monitored for needed follow up.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy 1) Staff will receive training from the Crisis Prevention Institute in methods used to de-escalate behavior before it reaches crisis level.	Principal Counselor Teachers Central Office	This status will result in reduced incidents of students being dismissed from the program due to serious disciplinary infractions thereby increasing their in-class instructional and graduation rate.			
Comprehensive Support Strategy 2) Students identified in crisis or with behavioral issues will receive Counseling from the school counselor or an approved outside agent to equip them with skills to cope and resolve conflict. Where appropriate, parents/guardians will be notified.	Principal Counselor Teachers Staff	This strategy will result in students being able to receive the intervention needed before the situation becomes a real problem and results in their dismissal from the program.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Frederick A. Douglass ' team of highly qualified professionals will develop a learning community that contributes to individual student success.

Performance Objective 1: Meet all federal, state, district and campus goals related to safety, growth, and graduation requirements.

Evaluation Data Source(s) 1: Documentation will be filed.

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Appropriate drills will be held in a timely manner and logged into our safety notebook	Principal Designee	This strategy will result in students, teachers, and staff knowing how to safely evacuate the building or shelter in place in case an emergency or crisis situation presents itself.	 100%	 100%	 100%
 = Accomplished  = No Progress  = Discontinue					




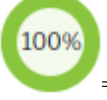


Goal 2: Frederick A. Douglass ' team of highly qualified professionals will develop a learning community that contributes to individual student success.

Performance Objective 2: Attendance rate average of ninety percent.

Evaluation Data Source(s) 2: ADA reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Comprehensive Support Strategy 1) Absent students will be contacted by the school secretary, advisory teacher, counselor, principal, and/or the district truancy officer on the day they are absent.</p>	Principal Counselor Teachers Secretary CISD PD Truancy Officer	This strategy is to increase student attendance by informing the parent/guardian of the absence from school and inviting them to partner with us to ensure the student attends school regularly.			
<p>Comprehensive Support Strategy 2) The goal of Douglass is to meet students where they are academically by formulating Individual Education Plans and Strategies to meet the individual needs of our ever growing at-risk and diverse student populations.</p>	Principal Counselor Teachers	This strategy will result in higher completion rates in a shortened length of time.			
<p>Comprehensive Support Strategy 3) 3 absences. Attendance letter mailed.</p> <p>6 absences. Attendance letter mailed. Parent conference to be held with, parent student, AP, attendance clerk, and counselor. Attendance letter given to parent at conference. Make up hour contract to be filled out and signed by all attending the meeting. LPC counselor will meet with student.</p> <p>9 absences. Certified letter to be mailed. Repeat 6 absences process.</p> <p>10 absences Final notice letter mailed. Probable cause affidavit/parent contributing to truancy complete and notarized. Complaint/parent contributing to truancy complete and notarized. Contact Sonya Urton.</p>	Principal Counselor Teachers Secretary	This strategy will increase student attendance and result in an increased completion rate.			





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy 4) Students with perfect attendance will be rewarded/recognized once a month.	Principal Counselor Teachers Secretary	This strategy provides public praise and recognition for students that have overcome the adversities they are faced with to make it to school each day. It will raise the esteem of the student(s) recognized and encourage others to follow in their footsteps and attend class every day.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Frederick A. Douglass ' team of highly qualified professionals will develop a learning community that contributes to individual student success.

Performance Objective 3: The objective is to increase the desire to achieve Mastery in the Content Area for each student that attends Douglass Learning Academy.

Evaluation Data Source(s) 3: Edgenuity Results
Student Classroom Assessments

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Comprehensive Support Strategy 1) Students will be recognized/rewarded weekly on STARR student website for reaching academic milestones and completing outstanding work.</p>	Principal Counselor Teachers	This strategy will recognize students in the presence of their peers building their self-worth and self-esteem which lets them know that someone is paying attention to their accomplishments. It encourages them to continue to work hard and complete.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Frederick A. Douglass ' team of highly qualified professionals will develop a learning community that contributes to individual student success.

Performance Objective 4: Provide appropriate hardware, software, and training for students, faculty, and staff to become proficient in required technology skills that support authentic learning.

Evaluation Data Source(s) 4: Course completion rates for all students.

Summative Evaluation 4:



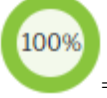


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy 1) Edgenuity updates will be conducted when necessary.	Principal, Counselor,	Students are completing classes on a 13 week basis.	 85%		
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Frederick A. Douglass ' team of highly qualified professionals will develop a learning community that contributes to individual student success.

Performance Objective 5: Positive student behavior will increase.

Evaluation Data Source(s) 5: Number of discipline referrals will decrease

Summative Evaluation 5:



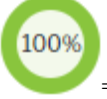


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Every student will participate in CHAMPS and Capturing Kids Hearts.	DLA staff	Mentoring group sign in sheets.			
2) Seniors will participate in visiting Lone Star College for a orientation and tour of the campus. DLA Welders will visit Tulsa Welding Center.	DLA staff	Encourage students to start preparing for life after high school, and reflecting on career choices.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Frederick A. Douglass ' team of highly qualified professionals will develop a learning community that contributes to individual student success.

Performance Objective 6: Frederick A. Douglass students will be recognized at a graduation ceremony corresponding to their completion semester at which time they will be presented their Frederick A. Douglass High School diploma.

Evaluation Data Source(s) 6: Attendance at graduation ceremonies.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy 1) At the end of each semester, graduates will be recognized at a formal graduation ceremony.	Counselor and Principal	Graduation programs			
	Funding Sources: Local Funds - 250.00				
Comprehensive Support Strategy 2) Students will be carefully monitored to ensure that adequate progress in Edgenuity is consistent in order to meet graduation cohort requirements.	principal, counselor and DLA staff	Graduation rates will increase by 10%			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Frederick A. Douglass' parents and community are supportive and actively involved in our student's education.

Performance Objective 1: The Frederick A. Douglass Learning Academy will function as a collaborative community through shared leadership to create academic integration and professional collaboration.

Evaluation Data Source(s) 1: DLA staff will meet regularly as departments and as a faculty to ensure seamless integration and continued collaboration.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) DLA members and facilitators will work together to review and revise existing policy handbook and make the results available to all stakeholders. Consider and implement a policy for future revision.	Principal	Current DLA handbook			
Comprehensive Support Strategy 2) Parents will be contacted regularly by both teachers and administrators in an effort to keep them integrally involved in the educational process.	Principal/AP	Parent contact logs			
Comprehensive Support Strategy 3) An open House will be conducted in September to invite parents to visit and become involved in the educational process at DLA.	Principal	Sign in sheets for open house			
Funding Sources: Local Funds - 100.00					
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Community and district leaders will be invited to speak at various events to inform students of current issues, local job markets and to share their own rise to success.	Principal Counselor Teachers	Expand student understanding of community involvement and the influences of local community members.			
= Accomplished = No Progress = Discontinue					

Goal 3: Frederick A. Douglass' parents and community are supportive and actively involved in our student's education.

Performance Objective 2: Develop a culture that promotes ownership for students, parents, community and staff.

Evaluation Data Source(s) 2: Annual review of parent contacts and student counselor referrals.

Summative Evaluation 2:

Goal 3: Frederick A. Douglass' parents and community are supportive and actively involved in our student's education.

Performance Objective 3: Open availability will be ongoing for parental/guardian access to the program, personal time to visit with staff and participate in a variety of activities.

Evaluation Data Source(s) 3: Sign in sheets







Summative Evaluation 3:

Goal 4: Frederick A. Douglass will increase post-secondary readiness using evidence-based instructional strategies and resources reducing the drop-out rate.

Performance Objective 1: Lone Star College recruiters will visit DLA once per semester to assist our students with college readiness.

Evaluation Data Source(s) 1: Record of post-secondary plans.

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Counselor will contact Lone Star College to schedule visits.	Counselor	Sign in sheets of students seen during these visits.			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Frederick A. Douglass will increase post-secondary readiness using evidence-based instructional strategies and resources reducing the drop-out rate.

Performance Objective 2: All students who graduate from Douglass Learning Academy will have a post-secondary plan. This plan will include college, technical school, military or the work force depending on their individual needs.

Evaluation Data Source(s) 2: Every graduating senior will complete an exit interview.

Summative Evaluation 2:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) An exit level interview will be conducted with each student who graduates from DLA.	Principal/Counselor	Completed interview forms			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Frederick A. Douglass will increase post-secondary readiness using evidence-based instructional strategies and resources reducing the drop-out rate.

Performance Objective 3: Students will take the appropriate college readiness test for the post-secondary institution they plan to attend.

Evaluation Data Source(s) 3: Student test results.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Junior students will be given the opportunity to take the TSI at CHS on a school day.	Counselor	Student test results			
2) All seniors will complete the FAFSA before graduation.	CTE instructor and counselor	FAFSA report.			
3) Junior and senior students will complete the ASVAB examination.	Counselor	ASVAB results			
 = Accomplished  = No Progress  = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will meet bi-weekly as a faculty to review data, student progress, and attendance.
1	1	2	Fundamental Five is the Formula for Quality Instruction, shares with teachers and school leaders the five practices that every teacher can, and should, use to dramatically improve instructional rigor and relevance, and student performance. Additional sources used are "Excellence in Every Classroom", by John Wink. Also, the PLC process that empowers our teachers and helps develop their skills.
1	1	4	Increase the monitoring of student pacing and progress by reducing the amount of wasted time not working on their assignments and continuously reinforcing the need to complete 1/2 credit in each course they are enrolled in 13 weeks.
1	1	5	Meet with students weekly to recognize outstanding achievement and efforts.
1	1	6	Teachers will submit a written plan (embedded within their lesson plans) to review all test takers on the EOC/STAAR test to be submitted to the Principal weekly. Each lesson will be presented to the students daily at the beginning (first 15-20 minutes) of class. Students will keep a written journal/notebook of each lesson. Fall and Spring scores on the EOCs will be reviewed by each teacher according to their subject area. Ongoing.
1	2	1	We will use the strategies outlined in the book Fundamental Five, Excellence in Every Classroom as the foundation for implementing a more robust and rigorous instruction plan. Our PLC process will be integral for the continued growth of our staff.
1	2	2	All staff will participate in district staff development opportunities that raise the quality of teaching and learning at campus level.
1	3	1	Bi-weekly meetings will be held to determine progress and identify students who are in need of assistance.
1	3	2	Parent conferences will be held for students who are experiencing difficulty in making adequate progress towards graduation and who are experiencing attendance difficulties.
1	4	1	Students who have not completed an EOC will receive small group intensives and additional targeted small group for the identified subject area.
1	5	1	PRS students will meet with the nurse on a regular basis.
1	6	1	Staff will receive training from the Crisis Prevention Institute in methods used to de-escalate behavior before it reaches crisis level.

Goal	Objective	Strategy	Description
1	6	2	Students identified in crisis or with behavioral issues will receive Counseling from the school counselor or an approved outside agent to equip them with skills to cope and resolve conflict. Where appropriate, parents/guardians will be notified.
2	2	1	Absent students will be contacted by the school secretary, advisory teacher, counselor, principal, and/or the district truancy officer on the day they are absent.
2	2	2	The goal of Douglass is to meet students where they are academically by formulating Individual Education Plans and Strategies to meet the individual needs of our ever growing at-risk and diverse student populations.
2	2	3	3 absences. Attendance letter mailed. 6 absences. Attendance letter mailed. Parent conference to be held with, parent student, AP, attendance clerk, and counselor. Attendance letter given to parent at conference. Make up hour contract to be filled out and signed by all attending the meeting. LPC counselor will meet with student. 9 absences. Certified letter to be mailed. Repeat 6 absences process. 10 absences Final notice letter mailed. Probable cause affidavit/parent contributing to truancy complete and notarized. Complaint/parent contributing to truancy complete and notarized. Contact Sonya Urton.
2	2	4	Students with perfect attendance will be rewarded/recognized once a month.
2	3	1	Students will be recognized/rewarded weekly on STARR student website for reaching academic milestones and completing outstanding work.
2	4	1	Edgenuity updates will be conducted when necessary.
2	6	1	At the end of each semester, graduates will be recognized at a formal graduation ceremony.
2	6	2	Students will be carefully monitored to ensure that adequate progress in Edgenuity is consistent in order to meet graduation cohort requirements.
3	1	2	Parents will be contacted regularly by both teachers and administrators in an effort to keep them integrally involved in the educational process.
3	1	3	An open House will be conducted in September to invite parents to visit and become involved in the educational process at DLA.
3	1	4	Community and district leaders will be invited to speak at various events to inform students of current issues, local job markets and to share their own rise to success.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	John Fritts	Principal
Classroom Teacher	Annette Deshotels	English
Classroom Teacher	Don Seagraves	Science
Classroom Teacher	Brian Simpson	Math
Classroom Teacher	Ronnie Millard	CTE
Classroom Teacher	Tom Jones	Welding

Campus Funding Summary

School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training in Fundamental Five and Power Walk app for principal.		\$0.00
1	1	3	Funding for Edgenuity	199-E-11-6269-00-004-0-30-000	\$6,000.00
1	1	4	N/A		\$0.00
1	1	5	None needed		\$0.00
1	1	6	None needed		\$0.00
1	4	1	none needed.		\$0.00
2	6	1	place for ceremony to be held and supplies for ceremony and reception	199 E 11 6399 00 004 0 30 000	\$250.00
3	1	3	Money for refreshments	199 23 6399 00 004 0 99	\$100.00
Sub-Total					\$6,350.00
Grand Total					\$6,350.00