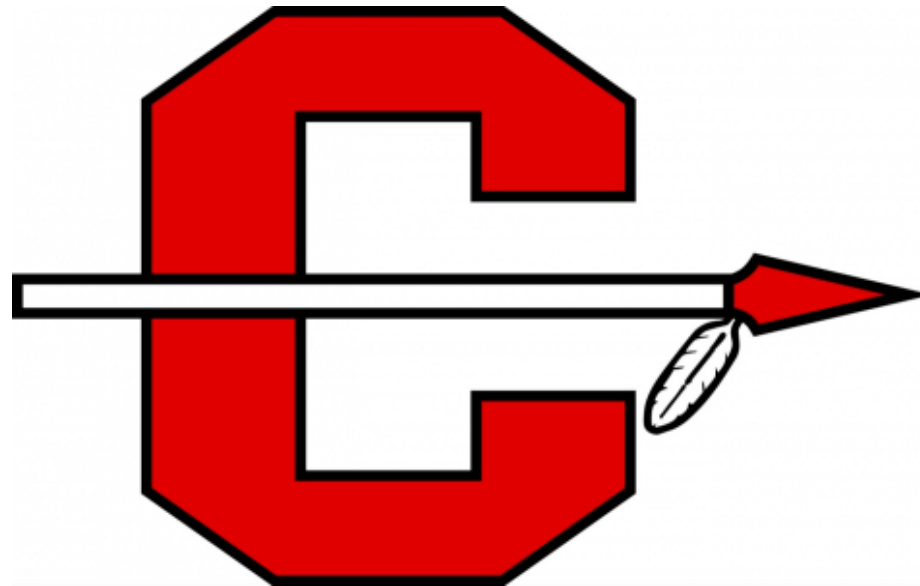


**Cleveland Independent School District  
Frederick Douglass Learning Academy  
2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of the Frederick A. Douglass Learning Academy is to instruct and assist all students so they may be successful in taking personal responsibility and ownership for their own learning and behavior while developing skills and habits needed to be successful in school and life.

## Vision

The vision of the Frederick A. Douglass Learning Academy is to provide alternative educational opportunities necessary for our students to acquire knowledge and skills, to develop the values of responsibility and respect while providing positive support and intervention that lead to productive citizenship and lifelong learning.

We believe:

Education's purpose is to lead students to become responsible and productive citizens.

Students and staff should accept responsibility for their actions.

Students and staff have the right to a disciplined and safe learning environment.

Students and staff have the right to be treated with dignity and respect.

Students and staff should be lifelong learners.

Every individual has the responsibility and opportunity to contribute to society.

# Value Statement

I will be open to and ready for learning from others as professionals and colleagues.

I will hear others' ideas in various learning communities and be willing to try a variety of practices.

I will assume best intentions in colleagues and help create a sense of belonging.

I will honor the whole child by treating them with respect and care, and address their social emotional needs.

I will listen to the concerns of our students' families, address their needs to the best extent possible, and make them feel welcome in the school.

I will utilize best practices, deliver a coherent and relevant curriculum across all grade levels, to ensure student learning across all grade levels.

I will hold all students to high academic and behavioral expectations regardless of background, labels, or past experiences.

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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. Current enrollment is reflected by the following:

- **Demographic breakdown:**
- **4% Black or African American**
- **80% Hispanic**
- **16% 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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance rate of 90% or greater **Root Cause:** Students with jobs, students with children, and motivation.

# 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. Please refer to Plan Addendum's for STAAR data.

## Student Achievement Strengths

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

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Increasing the passing rate on STAAR all subjects **Root Cause:** Motivation, attendance, and continue the culture of excellence

# 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.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Identifying the most dealt with student behavioral issue **Root Cause:** Environmental influences shaping behaviors. For example, not that quick to trust authority.

# 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.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Limited Professional Developments for teacher growth **Root Cause:** Professional development schedule is under developed.

# 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.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Focus on teacher/action strategies after data meetings **Root Cause:** Implementation of a structured action plan

# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

Family involvement is an ongoing area weakness associated with DLA. Our faculty regularly attempts to make parental/guardian contacts via phone, text, and email. DLA regularly sends mail contacts and updates our web page 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 representatives.

## **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 2020-2021 we will continued the motto of "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.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Continued connectivity issues **Root Cause:** Ongoing upgrades at the district level

# Priority Problem Statements

**Problem Statement 1:** Attendance rate of 90% or greater

**Root Cause 1:** Students with jobs, students with children, and motivation.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Increasing the passing rate on STAAR all subjects

**Root Cause 2:** Motivation, attendance, and continue the culture of excellence

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Identifying the most dealt with student behavioral issue

**Root Cause 3:** Environmental influences shaping behaviors. For example, not that quick to trust authority.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Limited Professional Developments for teacher growth

**Root Cause 4:** Professional development schedule is under developed.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Focus on teacher/action strategies after data meetings

**Root Cause 5:** Implementation of a structured action plan

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Alternative Education Accountability (AEA) data

## **Student Data: Assessments**

- State and federally required assessment information
- (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) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data

## **Employee Data**

- 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

## **Support Systems and Other Data**



- Organizational structure data
- Study of best practices




# Goals








**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, to ensure the campus receives at least a "B" rating by the end of the 2020-2021 school year. Students will take the appropriate college readiness test for the post-secondary institution they plan to attend.

**Evaluation Data Sources:** All available data i.e. Edgenuity assessments, EOC results will be analyzed and synthesized to make informed instructional adjustments. Data will be reviewed before the first day of instruction during the professional development week for teachers to guide their lessons.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will meet bi-weekly as a faculty to review data, student progress, and attendance. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue the use of Edgenuity and in-class instruction for both credit acquisition and credit recovery . <b>Strategy's Expected Result/Impact:</b> Through the use of Edgenuity and in-class instruction, we expect to see higher graduation numbers and more students prepared for post-secondary readiness (life after high school). <b>Staff Responsible for Monitoring:</b> Principal Teachers  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal Teachers  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Meet with students weekly to recognize outstanding achievement and efforts. <b>Strategy's Expected Result/Impact:</b> The expected result of this strategy is that students will become more engaged through self-motivation to graduate. <b>Staff Responsible for Monitoring:</b> DLA Staff  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> The expected result of this strategy is more students being successful on their EOCs especially first time test takers. <b>Staff Responsible for Monitoring:</b> Principal Teachers  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Juniors students will be given the opportunity to take the TSI at CHS on a school day. <b>Strategy's Expected Result/Impact:</b> Student test results <b>Staff Responsible for Monitoring:</b> Principal <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Junior and senior students will complete the ASVAB examination. <b>Strategy's Expected Result/Impact:</b> ASVAB results <b>Staff Responsible for Monitoring:</b> Principal <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Attendance rate of 90% or greater <b>Root Cause:</b> Students with jobs, students with children, and motivation.
Student Achievement
<b>Problem Statement 1:</b> Increasing the passing rate on STAAR all subjects <b>Root Cause:</b> Motivation, attendance, and continue the culture of excellence
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Focus on teacher/action strategies after data meetings <b>Root Cause:</b> Implementation of a structured action plan

**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 Sources:** Student graduation rate 95% or greater, T-TESS teacher evaluations at 100% proficient performance, and daily documentation of parent visits and phone logs.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff will participate in district staff development opportunities that raise the quality of teaching and learning at campus level. <b>Strategy's Expected Result/Impact:</b> 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. 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. <b>Staff Responsible for Monitoring:</b> Central Office Administrators Principal  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All seniors will complete the FASFA before graduation <b>Strategy's Expected Result/Impact:</b> FAFSA report <b>Staff Responsible for Monitoring:</b> Principal and CTE teacher  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Attendance rate of 90% or greater <b>Root Cause:</b> Students with jobs, students with children, and motivation.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Limited Professional Developments for teacher growth <b>Root Cause:</b> Professional development schedule is under developed.

**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 daily and weekly 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 Sources:** Team meetings will be documented for students in need of intervention and interventions will be monitored for success.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bi-weekly meetings will be held to determine progress and identify students who are in need of assistance. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal Teacher  <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parent conferences will be held for students who are experiencing difficulty in making adequate progress towards graduation and who are experiencing attendance difficulties. <b>Strategy's Expected Result/Impact:</b> The expected result is the value of parental influence towards their student yielding higher academic performance influenced by the higher rate of attendance. <b>Staff Responsible for Monitoring:</b> Principal Teachers  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Attendance rate of 90% or greater <b>Root Cause:</b> Students with jobs, students with children, and motivation.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Focus on teacher/action strategies after data meetings <b>Root Cause:</b> Implementation of a structured action plan

**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:** Conflict resolution will be provided for students in need. We will document what has changed as a result of the program. To determine change, we will measure conditions before and after treatment to make a comparison. Consider including statistics from disciplinary administrators from the past few years to compare the impact on behavior. Pretests and post tests on "Ripple Effects" for student participants can determine background knowledge and attitude changes from before and after the program is introduced and implemented.

**Evaluation Data Sources:** Staff will record any conflict resolution needed and situations will be monitored for needed follow up.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will receive training from the Crisis Prevention Institute in methods used to de-escalate behavior before it reaches crisis level. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal Teachers Central Office  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal Teachers Staff  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 1	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






**Performance Objective 4 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Identifying the most dealt with student behavioral issue <b>Root Cause:</b> Environmental influences shaping behaviors. For example, not that quick to trust authority.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Limited Professional Developments for teacher growth <b>Root Cause:</b> Professional development schedule is under developed.

**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:** PLC Process. Teachers will consistently uses cues, predicting, questioning, summarizing, and graphic organizers as instructional tools to facilitate students learning. This use will be observed by peer observation and written feedback at least 2 times of each nine week period of the school year.

**Evaluation Data Sources:** We will implement five elements of a professional community: (1) reflective dialogue, (2) focus on student learning, (3) interaction among teacher colleagues, (4) collaboration, and (5) shared values and norms.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will implement five elements of a professional community: (1) reflective dialogue, (2) focus on student learning, (3) interaction among teacher colleagues, (4) collaboration, and (5) shared values and norms. <b>Strategy's Expected Result/Impact:</b> The professional learning community will give DLA a framework to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning. ... Teachers work together to identify at-risk students, and teams problem-solve to intervene for each student. <b>Staff Responsible for Monitoring:</b> Principal and Lead Teacher <b>Problem Statements:</b> School Culture and Climate 1	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






#### Performance Objective 5 Problem Statements:

School Culture and Climate
<b>Problem Statement 1:</b> Identifying the most dealt with student behavioral issue <b>Root Cause:</b> Environmental influences shaping behaviors. For example, not that quick to trust authority.

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

**Performance Objective 1:** Build and maintain a climate and culture that supports high retention rates of 95% or greater.

**Evaluation Data Sources:** Documentation will be filed.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence based teaching strategies. <b>Strategy's Expected Result/Impact:</b> This strategy is expected to build mental positively and student academic successes that encourages students that success is possible to maintain a retention rate of 95% or greater. <b>Staff Responsible for Monitoring:</b> Principal Designed  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Performance Objective 1 Problem Statements:**







Demographics
<b>Problem Statement 1:</b> Attendance rate of 90% or greater <b>Root Cause:</b> Students with jobs, students with children, and motivation.

**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 Sources:** ADA reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal Teachers Secretary CISD PD Truancy Officer  - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> This strategy will result in higher completion rates in a shortened length of time. <b>Staff Responsible for Monitoring:</b> Principal Teachers  - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> This strategy will increase student attendance and result in an increased completion rate. <b>Staff Responsible for Monitoring:</b> Principal Teachers Secretary  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students with perfect attendance will be rewarded/recognized once a month. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal Teachers Secretary  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






## Performance Objective 2 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> Attendance rate of 90% or greater <b>Root Cause:</b> Students with jobs, students with children, and motivation.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> Increasing the passing rate on STAAR all subjects <b>Root Cause:</b> Motivation, attendance, and continue the culture of excellence

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

**Performance Objective 3:** Provide appropriate hardware, software, and training for students, faculty, and staff to become proficient in required technology skills that support authentic learning. Evidence of success will be measured in 1.5% progress in each class daily for students using the Edgenuity platform.

**Evaluation Data Sources:** Course completion for all students not extending past 13 weeks from the time of enrollment of each class.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Edgenuity updates will be conducted when necessary. <b>Strategy's Expected Result/Impact:</b> Students are completing classes on a 13 week basis. <b>Staff Responsible for Monitoring:</b> Principal  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				









**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Increasing the passing rate on STAAR all subjects <b>Root Cause:</b> Motivation, attendance, and continue the culture of excellence

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

**Performance Objective 4:** Build staff moral by promoting positive student behavior. Daily morning announcements will detail student performance shout-outs. Concluding each month student awards will be given by teachers in the categories of course completions, attendance, and star student.

**Evaluation Data Sources:** Number of discipline referrals will decrease

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every student will participate in CHAMPS and Capturing Kids Hearts. <b>Strategy's Expected Result/Impact:</b> Mentoring group sign in sheets. <b>Staff Responsible for Monitoring:</b> DLA staff  <b>Problem Statements:</b> School Culture and Climate 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Seniors will participate in visiting Lone Star College for an orientation and tour of the campus. DLA Welders will visit Tulsa Welding Center. <b>Strategy's Expected Result/Impact:</b> Encourage students to start preparing for life after high school, and reflecting on career choices. <b>Staff Responsible for Monitoring:</b> DLA staff  <b>Problem Statements:</b> School Culture and Climate 1	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Performance Objective 4 Problem Statements:**






School Culture and Climate
<b>Problem Statement 1:</b> Identifying the most dealt with student behavioral issue <b>Root Cause:</b> Environmental influences shaping behaviors. For example, not that quick to trust authority.

**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 Sources:** DLA staff will meet weekly as departments and as a faculty to ensure seamless integration and continued collaboration.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Current DLA handbook <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parents will be contacted regularly by both teachers and administrators in an effort to keep them integrally involved in the educational process. <b>Strategy's Expected Result/Impact:</b> Parent contact logs <b>Staff Responsible for Monitoring:</b> Principal  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> An open House will be conducted in September to invite parents to visit and become involved in the educational process at DLA. <b>Strategy's Expected Result/Impact:</b> Sign in sheets for open house <b>Staff Responsible for Monitoring:</b> Principal  <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Expand student understanding of community involvement and the influences of local community members. <b>Staff Responsible for Monitoring:</b> Principal Teachers  <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 1	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Attendance rate of 90% or greater <b>Root Cause:</b> Students with jobs, students with children, and motivation.
School Culture and Climate
<b>Problem Statement 1:</b> Identifying the most dealt with student behavioral issue <b>Root Cause:</b> Environmental influences shaping behaviors. For example, not that quick to trust authority.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Limited Professional Developments for teacher growth <b>Root Cause:</b> Professional development schedule is under developed.

**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. There will be daily communication via phone, school messenger, text and email during COVID with 80% of DLA students as remote learners. Additional weekly and monthly communications will involve Facebook, Twitter, and home web page updates.

**Evaluation Data Sources:** Annual review of parent contacts and student counselor referrals.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> DLA will develop a social media strategy to reach the community. Platforms that will be utilized are Facebook, Twitter, and frequent home page updates and announcements. <b>Strategy's Expected Result/Impact:</b> To gain more community and parental involvement. <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Demographics 1 - Student Achievement 1 - School Culture and Climate 1	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Attendance rate of 90% or greater <b>Root Cause:</b> Students with jobs, students with children, and motivation.
Student Achievement
<b>Problem Statement 1:</b> Increasing the passing rate on STAAR all subjects <b>Root Cause:</b> Motivation, attendance, and continue the culture of excellence
School Culture and Climate
<b>Problem Statement 1:</b> Identifying the most dealt with student behavioral issue <b>Root Cause:</b> Environmental influences shaping behaviors. For example, not that quick to trust authority.

# Addendums