CIWP

2012-2014 Continuous Improvement Work Plan

Frederick A Douglass Academy High School

West Side High School Network

543 N Waller Ave Chicago, IL 60644

ISBE ID: 150162990250831

School ID: 610245

Oracle ID: 41061

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The Douglass School vision is to provide a learning community where all students become active problem solvers, self-confident, highly inquisitive, function effectively in the community and develop a sense of pride through cultural awareness.
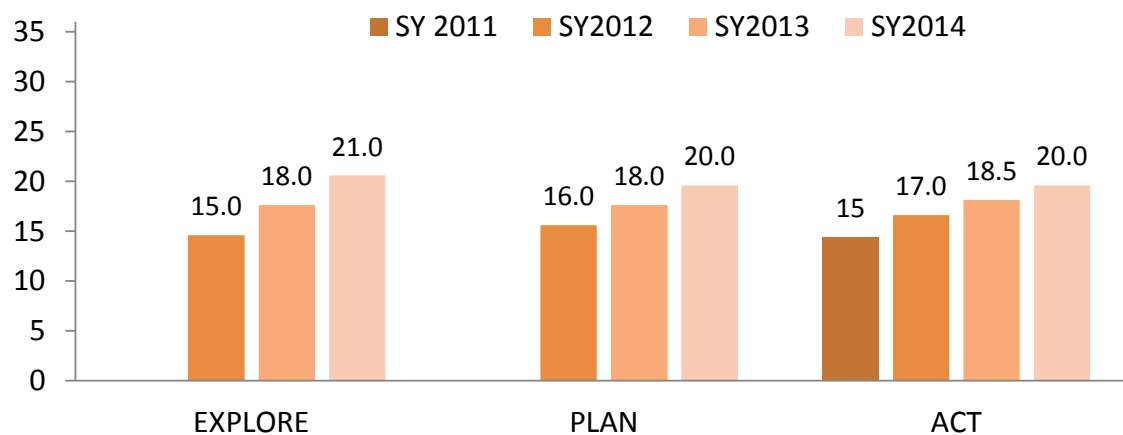
To accomplish our mission, the Douglass School commits to involving all stakeholders to assist in the development of an academic program that increases students' reading achievement through professional development, implementation of the Chicago Reading Initiatives, utilizing higher order thinking skills, and the infusion of technology in all
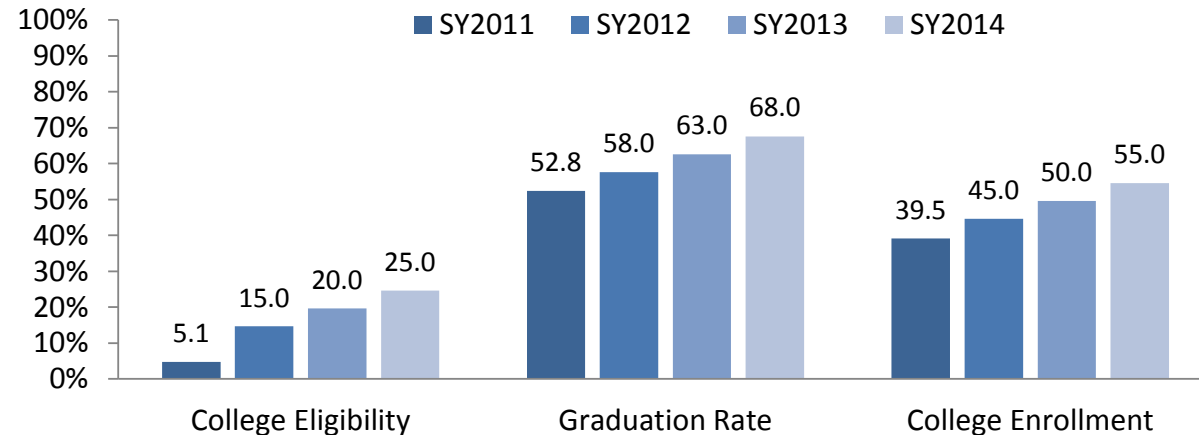
Strategic Priorities

1. Douglass will connect the whole school community to learning and family partnerships that lead to student outcomes that exceed all expectations. (SEL)

2. Douglass H.S. will create an environment for students to excel in their learning through the provision of an innovative Common Core Curriculum in a unique and challenging environment. Teachers will continue to assess student performance on College Readiness Standards and Common Core Standards performance tasks on

3. Douglass will take advantage of the increased minutes added to the proposed school day. (Full School Day)

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012	15.0	16.0	15
SY2013	18.0	18.0	17.0
SY2014	21.0	20.0	18.5
			20.0

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	5.1	52.8	39.5
SY2012	15.0	58.0	45.0
SY2013	20.0	63.0	50.0
SY2014	25.0	68.0	55.0

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Frederick A Douglass Academy High School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Dr. Debra Crump	Principal
Douglas Key	Assistant Principal
Miriam Berry	Classroom Teacher
Sharon Sokol	Classroom Teacher
Gegory Nimpson	Classroom Teacher
Matthew Iverson	Classroom Teacher
Lawrence Pryor	Classroom Teacher
Gerald Roberson	Special Education Faculty
Jacquelyn Dunn	Counselor/Case Manager
Misty Brown	LSC Member

High School Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		12.3	15.0	18.0	21.0
10th Grade - PLAN Average PLAN score		13.7	16.0	18.0	20.0
11th Grade - ACT Average ACT score	14.8	14.1	17.0	18.5	20.0

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	5.1	15.0	20.0	25.0
5-Year Graduation Rate % of students who have graduated within 5 years	52.8	58.0	63.0	68.0
College Enrollment % of graduates enrolled in college	39.5	45.0	50.0	55.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	3.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.5	2.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	79.2	80.0	82.5	85.0
Freshman On-Track % of Freshman Students on-track	77.1	80.0	82.0	84.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	28.0	20.0	15.0	10.0
Sophomore On-Track % of Sophomore students on track	73.8	75.0	77.0	79.0

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	20.7	25.0	28.0	30.0	**PSAE Reading** % of students exceeding state standards	2.2	5.0	7.5	10.0
PSAE Mathematics % of students meeting or exceeding state standards	5.4	10.0	15.0	20.0	**PSAE Mathematics** % of students exceeding state standards	0.0	2.5	5.0	7.5
PSAE Science % of students meeting or exceeding state standards	8.8	12.0	17.0	22.0	**PSAE Science** % of students exceeding state standards	0.0	2.5	5.0	7.5

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action***	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The Douglass ILT team as well as the administration team schedules time during the summer to review all data and it is during this time that we set the measureable goals that we feel that we can meet for that scholastic school year.	
	Principal Leadership	-->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The principal sets the tone that everyone in the buliding are life long learners and encourages everyone to pursue their professional and personal goals. The principal urges teachers to enroll in professional developments/classes that will hone the particular knowledge/ skill. The principal evaluates teachers based on the Danielson framework. On-going learning walks are utlize during professional developmentals days, best practices are highlighted and celebrated. Teachers who warranted additional support are render instructional strategies in a nuturing and empowering manner. Students, as they enroll at Douglass (Freshmen/transferring students) are encouraged from orientation to meet the expectations set forth by the faculty of Douglass to further their education either at college or job training institution. In addition to common core standards, teacher assess students through the curriculum utlizing the college readiness standards.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Every teacher at Douglass exemplifies leadership skills by leading or participating in one or more areas of school wide organization.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT is comprised of at least one teacher from each core and noncore subject, and specialized service teacher. Representatives from the administration staff participate in the ILT meeting. The ILT is chaired by teachers who facilitate the instructional and curriculum decision of the school. The ILT in conjuction with other faculty and core departments suggest and ascertain presenters for the professional development. I The ILT intiate and implement action plans that affect decisions and goals school wide. The ILT and data team routinely analyze data relating to school wide goals and make the adjustments accordingly.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The ILT and the data team routinely analyze data relating to school wide goals and make the adjustments accordingly. In addition to the data team and core departments, individual teachers are encourage to monitor the students data and make the necessary adjustments. Teachers are using CIM and other assessment tools to assist with monitoring the data.	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Beginning in the summer prior to the scholastic year teacher prepare curriculum maps that are align to the common core st. standards. The curriculum maps guide the teachers throughout the year in regards to the scope and sequence of the skills from the CCSS that will be taught. Teachers alter the maps to make adjustment according to the assessment data. Each department has a member who is a specialized serivce teacher. The specialize service teacher make the accommdations and modifications to the curriculum and the curriculum maps to ensure that students with special needs are considered and able to access the curriculum and witness academic success.	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Each core deparment have instructional materials that are aligned with ccss, however due to an influx of special needs students enrolling in Douglass with lower than normal academic skills the current materials are not sufficent enough to meet their individual academic needs.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School wide data is available to all the staff and is dissemenated frequently. Assessment methods are aligned to ccss/crs. Assessment accommdations and modifications are adhered to so that special needs students are supported.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers begin their day with the agenda posted on the whiteboards in every classroom. The agenda specifies the student's learning objective(s), assignment(s) with directives, and the expectations for the period. Teachers use the Bloom's taxonomy to assist with the hiearchy of guiding student's thinking and understanding. Curriculum maps are aligned to ccss/crs and are adjusted accordingly.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		2
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	At the beginning of each school year students are given screening assessment that serves as the baseline for the data that will be obtain during the school year. The freshman and sophomore are given the performance series each quarter that assess particular skills related to ccss/crs. Teachers take the qualitative data to make the appropriate intervention decision. Interventions are monitored by the core departmental teams.	
Whole staff professional development	--->		3
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Considerations for professional development begin prior to the next school year. These priorities are aligned to school/district wide goals as well as based upon particular area of improvemnts for certain teachers.	

Professional Learning (vertical label)

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers collaborate weekly in their particular departmental team meetings. During these meetings teachers discuss and analyze data. Special service instructors monitors academic progress as well as individual interventions for students. Departmental teams, and ILT teams, and grade level teams are comprise of teachers from special service department. All teams are stakeholders and share in the learning process.	
	Instructional coaching	--->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	On professional development days teachers participate in learning walks where each classroom is visited by a designated team and reports are generated. Teachers reassemble and discuss, analyze, and determine the appropriate interventions needed for each teacher.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	--->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	The entire staff(administrators to lunch room staff) at Douglass buys into the motto that "failure is not an option", therefore the Douglass staff operates in concert with the mission to encourage and support students to reach their individual college or career goals. Douglass has partner with a college planning organization that provide college planning.	
	Relationships	--->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Douglass create a unique support system, where teachers are assigned to number of students based upon the student population. Each teacher is responsible for establishing contact, mentoring, and monitoring their respective students. Douglass as a whole cares about all the students at Douglass. The staff at Douglass participated in the social emotional well-being of students before SEL became an initiative. All students at Douglass feel connect to the school's culture and often will retell personal vignette of teachers listen and caring about them.	
	Behavior& Safety	--->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Each student at Douglass is issued a copy of the CPS Student Code of Conduct in addition to a Douglass student hand book. Student's behavioral expectations are set forth in the aforementioned pamphlets. Douglass participates in the restorative justice program.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement				
	Expectations	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Douglass has various forms to dissemenate information to parents and the community. School wide goals and performance data are posted throughout the entire school. Teachers set high expectations for students achievement. Rubrics are utlize in order that students know the criteria to achieve particular grades.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Douglass host town hall meetings, open house, and grade report card pick up is every marking period instead of second and the fourth quarter. Parent utlize student developmental days to communicate to other parents, students, and staff at Douglass.	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Douglass foster a safe and nuturing enviroment that is conducive for academic excellence as well as a hub for community activism and community engagement. Douglass has hosted several school faculty and parent- coummunity members "stepper sets" that promotes relationship building between parents community and staff at Douglass.	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	--->		**4**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school staff at Douglass in conjuction with the Specialized service department extends its contractual as well as personal time and effort to ensure that individuals with disabilities are being supported. Douglass has partner with outside agencies such as Dept. of Human services to continue support for those who warrant specialized	
6: College and Career Readiness Supports	**College & Career Exploration and election**	--->		**4**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Douglass in conjuction with an outside partner(Introspect), take freshmen through seniors on many different field experiences to various postsecodary instituitons to promote exposure to the . In addition certain Fridays are design to promote College and career explorations. Members from post secondary instutions and	
	Academic Planning	--->		**4**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Douglass provides inspirations to all students to set college and career goals. Douglass provides the opportunities and support to ascertain those aspirations and goals through thoughtful and considerate lesson planning. Douglass has set a school goal to increase AP enrollment represenative of the student body.	
	Enrichment & Extracurricular Engagement	--->		**4**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Douglass administration has the goal of creating one team sport for boys/girls each year.	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students, as they enroll at Douglass (Freshmen/transferring students) are encouraged from orientation to meet the expectations set forth by the faculty of Douglass to further their education either at college or job training institution. In addition to common core standards, teacher assess students	
	College & Career Admissions and Affordability	-->		**4**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Douglass sets a goal each school year to have all students attend a college or university tour.	
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	During early dismissal days Douglass uses an SEL theme (i.e. Health and Wellness) and invites local business owners/entreupeneurs to discuss how they created and build their businesses up.	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	**Use of Discretionary Resources**	-->		**4**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Douglass high school enrollment has decreased over the past 3-4 years due to the loss of the middle school grades and has always to use their discretionary funds in the best way possible to suit the needs of the students first.	
	Building a Team	-->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Douglass has created a system where they utilize the whole school (students, faculty, and administration). Prospective teachers must go through a 3 tier process before they are hired at Douglass. It is only after going through this process successfully that prospective school personnel are hired. When teams are assembled all school personnel are invited to join. Douglass strives to have a member of each core/non-core team on each team.	
	Use of Time	-->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Douglass school schedule has been created where all core and non-core staff members are able to collaboratively meet and discuss school, team, and student needs.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The Douglass School vision is to provide a learning community where all students become active problem solvers, self-confident, highly inquisitive, function effectively in the community and develop a sense of pride through cultural awareness.

To accomplish our mission, the Douglass School commits to involving all stakeholders to assist in the development of an academic program that increases students' reading achievement through professional development, implementation of the Chicago Reading Initiatives, utilizing higher order thinking skills, and the infusion of technology in all subject areas.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Douglass will connect the whole school community to learning and family partnerships that lead to student outcomes that exceed all expectations. (SEL)	For students to become knowledgeable and increasingly independent, they must be ready and motivated to learn, and capable of applying and integrating new information into their lives. For students to become increasingly responsible, they must be able to understand risks and opportunities, and be motivated to choose actions and behaviors that serve not only their own interests, but also thoseof others. For students to become caring, they must be able to see beyond themselves and appreciate the concerns of others.
2	Douglass H.S. will create an environment for students to excel in their learning through the provision of an innovative Common Core Curriculum in a unique and challenging environment. Teachers will continue to assess student performance on College Readiness Standards and Common Core Standards performance tasks on a quarterly basis. (Common Core)	Chicago Public Schools and Douglass H.S. are ultimately responsible to the citizens of the Austin community for delivering an excellent education to all students.
3	Douglass will take advantage of the increased minutes added to the proposed school day. (Full School Day)	The increase in minutes add to each day for freshman and sophomores would make tutoring a requirement rather than an option. Students who would need to attend evening school would still be able to get tutoring help, and would also be able to recover credits.
4	Optional	
5	Optional	

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Douglass will connect the whole school community to learning and family partnerships that lead to student outcomes that exceed all expectations. (SEL)	For students to become knowledgeable and increasingly independent, they must be ready and motivated to learn, and capable of applying and integrating new information into their lives. For students to become increasingly responsible, they must be able to understand risks and opportunities, and be motivated to choose actions and behaviors that serve not only their own interests, but also thoseof others. For students to become

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for all teachers provided by outside sources directly related to supporting the implementation of SEL standards in the classrooms.	Professional Development	All	Administrators/ILT	Summer 2012	On-going	On-Track	All refers to all teachers, SEL PD to be held at least once an academic quarter. AND the need for SEL intructional materials.
Increase student involvement/reach of Youth Guidance mentoring programs by 20% through increaseing YG personell and student offerings.	Staffing	All	Administrators/ Youth Guidance	Summer 2012	Quarter 1	On-Track	Staffing refers to additional mentor and increases existing program leaders hours.
Increse student attendance by 20% by expanding current programs.	Staffing	All	Administrators/	Quarter 1	On-going	On-Track	current programs refers to Sankofa Sisterhood, new life new solutions, Tiger Bucks incentive programs.
Expand Health Eductation opportunities for all students. Audit existing Health Education Materials.	Instructional Materials	All	Adminstrators	Summer 2012	Quarter 1	On-Track	
Offer monthly family/community night events.	After School/ Extended Day	All	Administrators/ ILT	Quarter 1	On-going	On-Track	Sports, educational seminars, entertainment.
Expand opportunities for students to participate in social clubs.	After School/ Extended Day	All	Adminitrators	Quarter 1	On-going	On-Track	
Implement educational opportunites for parents during/after school hours.	Parental Involvement	All	Adminitrators/ILT	Summer 2012	On-going	On-Track	All refers to all parents of current students.

Strategic Priority 1

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Douglass H.S. will create an environment for students to excel in their learning through the provision of an innovative Common Core Curriculum in a unique and challenging environment. Teachers will continue to assess student performance on College Readiness Standards and Common Core Standards performance tasks on a quarterly basis. (Common Core)	Chicago Public Schools and Douglass H.S. are ultimately responsible to the citizens of the Austin community for delivering an excellent education to all students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Initial teacher training	Professional Development	All	Administration/ILT	Summer 2012	Quarter 1	On-Track	All refers to all the teachers/staff
Bi-quarterly teacher PD on Common Core Assessments	Professional Development	All	Administration/ILT	Quarter 1	Quarter 2	On-Track	All refers to all the teachers/staff
Bi-quarterly teacher reflection on Common Core Assessments	Professional Development	All	Administration/ILT	Quarter 1	Quarter 3	On-Track	All refers to all the teachers/staff
Teacher planning time for assessment creation	Instructional Materials	All	All Teachers	Summer 2012	Quarter 3	On-Track	All refers to all the teachers/staff
Parent education meetings regarding the coorelation between Common Core and their Student's educational progress	Parental Involvement	All	Administration/ILT	Summer 2012	Quarter 3	On-Track	All refers to all the teachers/staff
In each classroom, conduct an audit of existing text aligned to Common Core State Standards and invest in supplemental texts	Instruction	All	Core Teachers	Summer 2012	Summer 2012	On-Track	All refers to all the teachers/staff
Student education meetings regarding the correlation between Common Core and their education progress	Instruction	All	Administration/Core Teachers	Summer 2012	On-going	On-Track	All refers to all the teachers/staff
Vertical Alignment Curriculum Maps Revolving around Common Core	Instruction	All	All Teachers	Summer 2012	Summer 2012	On-Track	All refers to all the teachers/staff

Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Douglass will take advantage of the increased minutes added to the proposed school day. (Full School Day)	The increase in minutes add to each day for freshman and sophomores would make tutoring a requirement rather than an option. Students who would need to attend evening school would still be able to get tutoring help, and would also be able to recover credits.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher training for Full school day	After School/ Extended Day	Not Applicable	Network personnel/Administration	Summer 2012	Summer 2012	On-Track	
Work study Programs for seniors	Other	Other student group	Administration/ Case manager	Summer 2012	On-going	On-Track	
Parental involvement workshop	After School/ Extended Day	Not Applicable	Teachers	Quarter 1	Quarter 4	On-Track	
Contact software reps regarding online curriculum	Instructional Materials	All	ILT/Common core teachers	Summer 2012	Quarter 1	On-Track	

Strategic Priority 3

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan　　　　　　　　　　　　　　Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps