

Frederick A Douglass Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/30/2020		SEF

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.

- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction

- 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 2 Engage students in learning and foster student ownership
- 2 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:**
- 3 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)

- 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:**
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Curriculum
Root Cause 1	Lack of intentional planning and collaboration between content area teachers (specifically art teachers) around identifying complex texts that are culturally relevant, as well as unit plans that include the art standards, big ideas/skills/concepts that should be focused on from course to course, during our summer planning.

Area of Critical Need 2	Instruction
Root Cause 2	Lack of targeted professional development related to domain 3B, differentiation (learning targets and assessments are personalized for all student learning), incorporating art into our instruction, and promoting student ownership in the classroom.
Area of Critical Need 3	Student Voice Engagement and Civic Life
Root Cause 3	Lack of intentional planning during the summer around student voice engagement and allowing students to have a vehicle for expression.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: College Readiness SAT	Overall		17.00	18.00
I choose this metric because we are trying to equip all our students with the necessary requisite skills in all post-secondary options; with a specific emphasis on males, who trail behind our females during testing.	African American Male			
Vision: College Readiness PSAT	Overall		25.00	28.00
I choose this metric because we are trying to equip all our students with the necessary requisite skills to achieve growth and attainment on SAT; with a specific emphasis on males, who trail behind our females during testing.	African American Male		12.00	16.00
Vision: Early College & Career Credential	Overall		50.00	75.00
I choose this metric because we want students to experience a college-level curriculum while in high school to help improve their college preparedness and persistence.				
(Blank)				
(Blank)				

Required metrics (Highschool) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	Develop pacing guides aligned to the (New tool) with a focus on ELA & MATH which incorporate PSAT/SAT domains and dimensions for 9-12 grade core area subjects and aligns to our District and local assessments to be administered every 5 weeks.
Then we see...	greater student achievement on local and District assessments and 100% of teachers will incorporate SAT domains and dimensions and implement with fidelity
which leads to...	a 10+% increase in student growth and a 3% increase in student attainment on PSAT/SAT. 75% of our teachers will be rated proficient in Domain 1.
Budget Description	Budget for summer planning for teachers
Tags	Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, CBE: Adaptive Pacing
Action steps	<ul style="list-style-type: none"> (Not started) Conduct professional development on incorporating PSAT/SAT domains into curriculum and implementing the District assessment tool during summer planning for all instructional staff. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) During grade level meetings teachers will analyze data from Checkpoint/local assessments to inform instruction and develop/modify instructional groups. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Improving Assessment Literacy</p>

	<ul style="list-style-type: none"> (Not started) Conduct professional development on incorporating Art standards into content area curriculum <p>Tags:Arts Education: Authentic Arts Integration</p> <ul style="list-style-type: none"> (Not started) Create a local/Checkpoint assessment calendar for the entire school year that outlines dates and expectations each assessment. These dates will be on our Professional Learning Calendar. <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) The Counselor will conduct data analysis meetings quarterly with teachers to help inform instructions related to PSAT/SAT skills as well as academic needs identified in MTSS <p>Tags:MTSS: Curriculum & Instruction</p>
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Strategy 2

If we do...	targeted professional development in REACH domains 3b (Questioning and Discussion Techniques) and 3c (Engaging Students in Learning) during 2020 summer planning, 20-21 school year Flex Time and District provided PD.
Then we see...	an increase in student to student discourse across all content areas, a shift from teacher centered classrooms to student centered classrooms, more higher level questioning requiring students to think critically while insuring differentiation for students on all levels of learning.
which leads to...	increased authentic student engagement in critical thinking, higher level questions, class discussions and greater academic achievement in art education. It would also lead to an improvement in Learning Walk results related to Domains 3b & 3c from our professional learning cycles.
Budget Description	
Tags	Instruction, Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, Personalized Learning: Tailored Learning/Differentiation, Science: Student Discourse, Math: Student Discourse
Action steps	<ul style="list-style-type: none"> (Not started) ILT will collaborate and meet during the summer to plan and develop a tentative professional development calendar for SY21 which will focus on Domains 3b & 3c and communicate the plan to teacher during CPS Flex days. <p>Tags:Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p> <ul style="list-style-type: none"> (Not started) During our professional learning cycle which consists of professional development, safe practice, peer observations, looking at student

	<p>work and an ILT led learning walk, we will monitor and give teachers feedback on Domain 3b & 3c</p> <p>Tags:Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p> <ul style="list-style-type: none"> • (Not started) At the beginning of the year, as well as throughout the school year, we will provide professional development to teachers around Domains 3b and 3c, using resources and lessons from the CPS knowledge center. <p>Tags:Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p> <ul style="list-style-type: none"> • (Not started) Teachers will incorporate and utilize various strategies around Domains 3b and 3c in their unit plans and daily lessons that were presented and shared with them by the ILT during ongoing professional developments throughout the school year. <p>Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p> <ul style="list-style-type: none"> • (Not started) Teachers will integrate a variety of the art standards into their weekly instruction while differentiating through multiple modes of representation, expression, and engagement to keep students engaged in their learning and offer them an authentic learning experience. <p>Tags:Instruction, Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, Literacy: Key Practice #4-Authentic Learning Experiences</p> <ul style="list-style-type: none"> • (Not started) Teachers will incorporate the use of teachers will DBQs in core area subjects which will address text complexity, task complexity and higher order thinking skills. <p>Tags:</p>
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Strategy 3

If we do...	develop various student led committees and build capacity while partnering with civic organizations and leaders
Then we see...	more students exercising their voice and participating, while gaining experience in a schoolwide civics culture as well as an increase of student interactions with community and civic leaders
which leads to...	an increase in students exploring their identity and exercising their power within our democracy. It will also lead to increased student morale and attendance.

Budget Description	
Tags	Student Voice, Engagement, and Civic Life, OSSE: Attendance & Truancy, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> • (Not started) Create an advisory team to work with the Counselor to develop scope and sequence for Advisory and establish a weekly rhythm of academic, post secondary and social emotional learning. Tags:CBE: SEL Integration • (Not started) Issue BAG reports & goals worksheets to students every 3 weeks during advisory so that students can set goals using the BAG report protocol. Tags:Balanced Assessment and Grading • (Not started) Develop Student Voice committee, Senior Committee, Principal's Advisory Committee & Student Council to engage in the Democratic process and allowing student to take on leadership roles within the school. Tags: • (Not started) Train students from various committees on how to engage in public policy meetings and have at least 2 different students to attend the Austin CAC meeting once every other month. Tags: • (Not started) Collaborate with our LSC and external partners to engage students with civic and political leaders. Tags: • (Not started) Collaborate with the Network and the CPS department of Counseling to provide SEL professional development for teachers. Tags:CBE: SEL Integration

Action Plan

Strategy 1

Conduct professional development on incorporating PSAT/SAT domains into curriculum and implementing the District assessment tool during summer planning for all instructional staff.

Jul 27, 2020 to Jul 30, 2020 - Ms. Dawson & ILT

During grade level meetings teachers will analyze data from Checkpoint/local assessments to inform instruction and develop/modify instructional groups.

Sep 02, 2020 to Jun 25, 2021 - Teachers

Conduct professional development on incorporating Art standards into content area curriculum

Jul 27, 2020 to Jul 30, 2020 - Ms. O'Malley & ILT

Create a local/Checkpoint assessment calendar for the entire school year that outlines dates and expectations each assessment. These dates will be on our Professional Learning Calendar.

Sep 02, 2020 to Jun 25, 2021 - Ms. Dawson

The Counselor will conduct data analysis meetings quarterly with teachers to help inform instructions related to PSAT/SAT skills as well as academic needs identified in MTSS

Aug 24, 2020 to Jun 25, 2021 - Ms. Dunn

Strategy 2

ILT will collaborate and meet during the summer to plan and develop a tentative professional development calendar for SY21 which will focus on Domains 3b & 3c and communicate the plan to teacher during CPS Flex days.

Jul 22, 2020 to Jul 23, 2020 - ILT

During our professional learning cycle which consists of professional development, safe practice, peer observations, looking at student work and an ILT led learning walk, we will monitor and give teachers feedback on Domain 3b & 3c

Sep 02, 2020 to Jun 25, 2021 - ILT

At the beginning of the year, as well as throughout the school year, we will provide professional development to teachers around Domains 3b and 3c, using resources and lessons from the CPS knowledge center.

Sep 02, 2020 to Jun 25, 2021 - ILT

Teachers will incorporate and utilize various strategies around Domains 3b and 3c in their unit plans and daily lessons that were presented and shared with them by the ILT during ongoing professional developments throughout the school year.

Sep 02, 2020 to Jun 25, 2021 - Teachers

Teachers will integrate a variety of the art standards into their weekly instruction while differentiating through multiple modes of representation, expression, and engagement to keep students engaged in their learning and offer them an authentic learning experience.

Sep 02, 2020 to Jun 25, 2021 - Teachers

Teachers will incorporate the use of teachers will DBQs in core area subjects which will address text complexity, task complexity and higher order thinking skills.

Sep 02, 2020 to Jun 21, 2021 - Teachers

Strategy 3

Create an advisory team to work with the Counselor to develop scope and sequence for Advisory and establish a weekly rhythm of academic, post secondary and social emotional learning.

Jul 27, 2020 to Jun 21, 2021 - Ms. Dunn & Team

Issue BAG reports & goals worksheets to students every 3 weeks during advisory so that students can set goals using the BAG report protocol.

Sep 02, 2020 to Jun 21, 2021 - Teachers

Develop Student Voice committee, Senior Committee, Principal's Advisory Committee & Student Council to engage in the Democratic process and allowing student to take on leadership roles within the school.

Sep 02, 2020 to Jun 21, 2021 -

Train students from various committees on how to engage in public policy meetings and have at least 2 different students to attend the Austin CAC meeting once every other month.

Sep 02, 2020 to Jun 21, 2021 - Mr. Roberson

Collaborate with our LSC and external partners to engage students with civic and political leaders.

Sep 02, 2020 to Jun 21, 2021 -

Collaborate with the Network and the CPS department of Counseling to provide SEL professional development for teachers.

Aug 24, 2020 to Dec 31, 2020 - Ms. Dunn & Ms. Berry

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

A need assessment is completed every 2 year using the School Excellence Framework which leads to the development of goals in our CIWP.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

Our schoolwide reform strategies or identified in our CIWP, shared multiple times per year with teachers, students, parents and community stakeholders.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

All teachers will participate in scientifically-based research strategies that strengthen the core academic program and increase the amount and quality of learning time for each students. These professional development opportunities will be provided by the district as well as the school and will last throughout the school year.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Our school provides mentoring via BAM for our male students. We have contracted an external partner to provide mentoring for our female students. Introspect, our post secondary external partner support our Senior for college and career awareness.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

Teachers at our school are screened by the district for required state qualification and interviewed in rounds by the administration of the school. Every potential teacher is required to present a demonstration lesson prior to being hired.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

The district as well as the school provides every teacher with high quality research based professional development.

Strategies to increase parent involvement, such as family literacy services.

We are hiring a parent liaison for the SY21 to assist with increasing parent involvement.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

N/A

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers will vote on the assessment cycle for SY21

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We provide ongoing instructional support for our students throughout the school year.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

We collaborate with CPS, CPD and external partner such as Youth Guidance to provide our students and parents with nutrition, violence prevention and other programs to support our community and students.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements,

parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Parents will have opportunities to review and revise said documents at LSC, PTA, and PAC meetings. Parents will be invited to the LSC meetings and meetings will be held during each report card pick up event as well. Notices will be sent home with students and posted in the school.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Our Title I meeting and PAC Organizational Meeting prior to October 1, 2020. Our Title I meeting was held on 11/2020 and our PAC Organizational Meeting was held on 12/2020.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

We will place a suggestion box in our Main Office for any requests parents may have. Also at our Title I meeting we will have a list of our meeting dates so the parents with concerns will know when and how they can communicate with their school. Principal will host meetings with parents to inform them of current state of the school and the CIWP.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Students will receive a copy of the students' score when the scores are made available by the District. Parents can also request this information from our counselor.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Our school will make this information available for parents via US mail.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The school will invite parents to join our teachers in a meeting to explain how they can help their students prepare for SAT and post secondary opportunities.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

During our quarterly parent meetings we will always have a section dedicated to instructional updates so that we can keep our parents informed on what is happening inside the school.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The principal will host parent meetings each quarter that will educate parents on current school improvement efforts. There will also be Family Reading/Literacy Night as well as Math Literacy Nights to engage families in the current shifts related to Common Core.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

N/A

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All correspondence will be provided in English and Spanish. We will create robo-calls to communicate important to our families and school stakeholders. We will post information regarding parent events, meetings, and school efforts on our school website, our school marquee, and flyers.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

We are not an elementary school.

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The MISSION of the Frederick Douglass High School is to foster a safe and disciplined learning environment in an effort to prepare our students to be competitive lifelong learners. Students will be nurtured and presented with opportunities to grow and discover their FULL POTENTIAL.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

The school will host parent teacher conferences in accordance with the calendar developed by Chicago Public Schools. Conferences are scheduled in November and April.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Douglass will provide students BAG reports every 3 weeks and parents progress reports every 5 weeks in accordance with CPS policy. Progress reports and weekly grade updates will be readily available on Parent Portal. All parents will have their own personal sign-in to access their students' grades.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents will be allowed to schedule conferences before, 8:15am-8:45am and after school, any time after 4:15pm. Parents should request a conference via email, by phone, or by visiting our Main Office.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Douglass will implement a Parent Volunteer Program in which parents will assist with day to day operations in addition to our Parent Shadowing program where parents can request a day to shadow their students throughout their instructional day.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents will be expected to support the school-wide expectations that require their students to behave appropriately and make adequate academic progress toward graduation. Parents are can assist with their student's success making sure they attend school on-time and reinforce the school-wide expectations.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents have the liberty to consult with the school, by scheduled appointment between the hours of 9am-4:15pm, daily. Appointments can be made in our Main Office or via email or phone with teacher or staff member in question.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Our school wide expectations will be explained to our students via the Student Handbook during the first week of school. At the same time students will have an opportunity to hear from their peers as to why it is important to uphold the school wide expectations and what the appropriate behaviors are. During our 1st week of school our students participate in many team-building exercises and peace circles. During this time we establish norms and school-wide expectations.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

We will partner with Youth Guidance and other external partners to provide parents with training and develop ways to increase parent engagement in the school.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description**Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$150.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$400.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00