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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Project Dates: July 1, 2015 to June 30, 2016

DIRECTIONS

Mail the completed form postmarked or delivered by Tuesday, June 30, 2015 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysiggrants@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector	Craig Rector	July 1, 2015	$384,235

SECTION I - LEA AND PROGRAM CONTACT INFORMATION

APPLICATION FOR SCHOOLS SERVED WITH CADRE III YEAR THREE

LEA NAME			COUNTY-DISTRICT CODE
Columbia Public Schools—Douglass High School			010-092 3 1020
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Linda Quinley	ADDRESS 1818 W. Worley St.	CITY Columbia	ZIP 65202
EMAIL ADDRESS lquinley@cpsk12.org		TELEPHONE NUMBER (573) 214-3400	FAX NUMBER (573) 214-3401
NAME OF GRANT CONTACT Shelli Adams	ADDRESS 1818 W. Worley St.	CITY Columbia	ZIP 65202
EMAIL ADDRESS shadams@cpsk12.org		TELEPHONE NUMBER (573) 214-3400	FAX NUMBER (573) 214-3401
NAME OF LEA TURNAROUND OFFICER (if known) Dr. Eryca Neville	ADDRESS 310 N. Providence Road	CITY Columbia	ZIP 65201
EMAIL ADDRESS eneville@cpsk12.org		TELEPHONE NUMBER (573) 214-3680	FAX NUMBER (573) 214-3681

SECTION II - ASSURANCES

The LEA must include the following assurances in its application for a School Improvement Grant.
Check the boxes in this table to include the assurances in this application.

The LEA must assure that it will—

- ☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- ☒ Establish annual goals for student achievement on the State's assessments in both English/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds, and establish goals (approved by the State Education Agency (SEA)) to hold accountable its Priority schools that receive school improvement funds;
- ☒ If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ Report to the SEA the school-level data required under section III of the final requirements.

SECTION III - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's School Improvement Grant (SIG). An LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA must indicate for which schools it will implement the waiver.

☒ Extending the period of availability of school improvement funds.

> Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

☒ "Starting over" in the school improvement timeline for Priority, Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☒ Implementing a schoolwide program in a Priority, Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA approval for the Department to provide direct services:

☒ The LEA approves the Department's use of grant funds to provide improvement services directly to the LEAs and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Lisa Quinley	06/09/15
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
[signature]	06/09/15

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

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SECTION IV - LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA

This is the total of* Cadre III Year Three *Implementation and Administration budgets for all building and district activities.

GRANT YEAR 2015-16 SIG & WAIVER FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG & Waiver*	$6,912		$2,765	$20,500	$16,000			$46,177
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	$28,840	$18,665	$19,002					$66,507
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	$52,480	$ 5,558	$23,215	$1,000				$82,253
2200 Professional Development *1003(g) SIG & Waiver*	$96,390	$22,680	$47,628	$19,500				$186,198
2600 Planning and Evaluation *1003(g) SIG & Waiver*	$1,500		$600	$1,000				$3,100
3000 Community Services *1003(g) SIG & Waiver*								$0
Program Costs Subtotal *1003(g) SIG & Waiver*	**$186,122**	**$46,903**	**$93,210**	**$42,000**	**$16,000**	**$0**		**$384,235**
Indirect Costs								
Administrative Costs *1003(g) SIG & Waiver*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*	$0	$0	$0	$0	$0	$0		
GRAND TOTAL *1003(g) SIG & Waiver*	**$186,122**	**$46,903**	**$93,210**	**$42,000**	**$16,000**	**$0**		**$384,235**

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SECTION IV – LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	0.5	1.0				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			1.0			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	0.5	1.0	1.0			

SECTION V - SCHOOLS TO BE SERVED

The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Douglass High School	290100002281	■YES ☐NO	X			
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

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SECTION VI.A - LEA /BUILDING GRANT YEAR STRATEGIES AND ACTIVITIES TEMPLATE
(COPY AS NEEDED)

List the strategies from the LEA implementation plan and school plans that support the selected interventions and improvement activities at the LEA level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA and each school the LEA has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE

Budget Codes	Related Strategies and Activities
1100 Instruction	Support provided to Douglass High School through district funding.
1100 Instruction *1003(g) SIG & Waiver*	1. Introduction To Maintenance Course in Partnership with State Technical College including supplies for the courses 2. Culinary Arts Supplies for Culinary Arts Program 3. After School Tutoring 4. Activity Bus to Provide Transportation Home from Tutoring or To Attend Extended Learning Activities During the School Day 5. Curricular Supplies for English/Language Arts Department 6. Curricular Supplies for Biology Department 7. Curricular Supplies for English Language Learners Immersion Center All Supplies are Supplemental CR
1200 Supplemental Instruction (Title I)	Additional staff for Douglass High School for school improvement. Provide materials for school improvement.
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	1. DHS Summer Prep Academy for Freshman & MO Options Students 2. Afternoon MO Options Classroom Teacher for Second Semester 3. ELL Immersion Center Instructional Aide to support students
2100 Non-Instructional Support Services	Support provided to Douglass High School through district funding.
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	1. Saturday/Weekend Extension of Learning for Students 2. Internship/Community Supervisor Position 3. Office Personnel Extended Days for Support 4. Fees Associated with Career 101 Online Curriculum for Juniors and Seniors
2200 Professional Development	Professional development provided by Columbia Public Schools.
2200 Professional Development *1003(g) SIG & Waiver*	1. Professional Development Stipends for 21 staff to create integrated units/lesson which are rigorous and relevant to all students. 2. Professional Development for Culinary Arts Teacher to be PROSTART certified 3. Professional Development for Director of Alternative Education 4. Professional Development for Internship Supervisor 5. Attending of both the state and national Alternative Education Conferences by Douglass High School Staff and Administration 6. Curriculum Development with the University of Missouri and Partner Institutions regarding Technology and Entrepreneurship Concepts for Students at DHS
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	1. Fees Associated with Work Keys (ACT) Assessment for Juniors and Seniors 2. Pay lead teacher as data analyst to support Douglass High School

	teachers in the Professional Learning Community (PLC) Model.
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	
Administrative Costs	
Administrative Costs *1003(g) SIG & Waiver*	

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SECTION VI.B – LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE

(COPY AS NEEDED)

Use this template to enter required school and LEA budget totals to be submitted with the LEA SIG Application. Complete a budget for the LEA and each school for Cadre III Year Three.

LEA/BUILDING NAME	COUNTY-DISTRICT – BUILDING CODE
COLUMBIA PUBLIC SCHOOLS—DOUGLASS HIGH SCHOOL	

Grant Year ~~2014-15~~ 15-16	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	$592,979		$178,126		$73,293			**$844,398**
1100 Instruction *1003(g) SIG/Waiver*	6912		2,765	20,500 ~~$21,000~~	16,000 ~~$2,000~~			46,177 ~~$23,000~~
1200 Supplemental Instruction (Title I)	$52,317		$19,357					**$71,674**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	28,840 ~~$55,752~~	18665 ~~$18,665~~	19,002 ~~$27,534~~	0 ~~$4,500~~	0 ~~$14,000~~			66,507 ~~$120,451~~
2100 Non-Instructional Support Services	$111,190	$59,014	$52,224	$620	$266			**$223,314**
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	52,480 ~~$29,880~~	5,558 ~~$41,550~~	23,215 ~~$26,432~~	1,000				82,253 ~~$97,870~~
2200 Professional Development	$42,503		$14,076	$6,488	$2,691			**$65,758**
2200 Professional Development *1003(g) SIG/Waiver*	$96,390	$22,680	47,628 ~~$44,056~~	19,500 ~~$16,500~~				186,198 ~~$179,626~~
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*	$1,500		600 ~~$555~~	1000				3,100 ~~$2,055~~
3000 Community Services								
3000 Community Services *1003(g) SIG/Waiver*								
Administrative Costs								
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	**$798,989**	**$59,014**	**$263,783**	**$7,108**	**$76,250**	**$0**		**$1,205,144**
***1003(g) SIG/Waiver* Subtotal**	186,122 ~~$183.522~~	46 903 ~~$82,903~~	93,210 ~~$98,577~~	**$42,000**	**$16,000**	**$0**		384,235 ~~$423,002~~
Grand Total	985,111 ~~$982,511~~	105,917 ~~$141,917~~	356,993 ~~$362,360~~	**$49,108**	**$92,250**	**$0**		1,589,379 ~~$1,628,146~~

Changes to reflect Sect. IV CR

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SECTION VI.C – LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)*

LEA/BUILDING NAME	COUNTY-DISTRICT – BUILDING CODE
COLUMBIA PUBLIC SCHOOLS – DOUGLASS HIGH SCHOOL	010-092

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1. Douglass Priority School Stipend for professional development/curriculum writing instructional units that offer blended instruction with high rigor and relevance • 210 hours X 17 teachers X $27 per hours = $96,390 (175 hours per teacher within school year calendar and 35 hours per teacher outside school year) $5,670 per teacher	**$96,390.00**
2. After School Tutoring by Teachers • 1 Teacher X 1 time per week X 2 hours per day X 32 weeks X $27 per hour = $1,728 • 1 Teacher X 3 times per week X 2 hours per day X 32 weeks X $27 per hour = $5,184	**$ 6,912.00**
3. Afternoon Session of MO Options (FTE 0.5 teacher 2nd Semester) for students to provide additional flexibility to complete coursework and meet graduation requirements 0.5 FTE	**$17,500.00**
4. Data Team Stipend for Lead Teacher $1500	**$ 1,500.00**
5. Douglass High School Supplemental Prep Academy During Summer Program $3780 X 3 Summer FTE = $11,340	**$11,340.00**
6. Internship/Community Supervisor 1.0 FTE	**$46,000.00**
7. Saturday/Weekend Extension to School for Job Coaching, Life Skill Training and Academic Prep Services • 30 Weekends X 4 hours X $27 per hour X 2 staff per session = $6,480.00	**$ 6,480.00**
6100 Subtotal	**$186,122.00**
6150: Non-certificated Salaries	
1. ELL Immersion Center Instructional Aide - 1.0 FTE • $12.68 X 8 X 184 = $18,664.96	**$18,665.00**
2. Office Personnel Extended work calendar to add 44 additional days for support for Internship Coordinator, DHS Prep Academy and grant activity • 44 days X 8 hours X $15.79 = $5,558.08	**$ 5,558.00**
3. Douglass Priority School Stipend for professional development/curriculum writing instructional units that offer blended instruction with high rigor and relevance and making connections to community resources and partnerships. Stipends for Home School Communicator, Outreach Counselor, Internship Supervisor and Infant/Toddler Teacher. • 210 hours X 4 X $27 per hours = $22680 (175 hours per staff within school year calendar and 35 hours per staff outside school year) $5,670 per staff member	**$22,680.00**
6150 Subtotal	**$46,903.00**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	**$93,210.00**

6300: Purchased Services	
1. Introduction to Maintenance Course in Partnership with State Technical College • 2 Semester (Fall and Winter) at $8,000 each semester = $16,000	$16,000.00
2. PROSTART Training Professional Development for Culinary/Catering Program Teacher	$ 2,500.00
3. Work Key Internet Assess -- $1,000	$ 1,000.00
4. Career 101 Site License -- $1,000	$ 1,000.00
5. Transportation for Activity Bus-After School Tutoring and Extended Learning Experiences $60 per day X 75 days = $4,500	$ 4,500.00
6. Professional Development for the Director Alternative Education to attend 21st Century Leadership training offered through Washington University--$6,000	$ 6,000.00
7. Professional Development for Internship Supervisor in Post-Secondary Transition to attend and particapte in the National Career Development Association --$1,000	$ 1,000.00
8. Attending State Alternative Education Conference by 5 staff members--$3,000	$ 3,000.00
9. Attending National Alternative Education Conference by 2 or 3 staff members--$4,000	$ 4,000.00
10. Curriculum Development in Technology and Entrepreneur --$3000 • Partnership with University of Missouri to create curriculum integrating technology and entrepreneurship skills for students	$ 3,000.00
6300 Subtotal	**$42,000.00**
6400: Materials/Supplies	
1. Introduction to Maintenance Course in Partnership with State Technical College Supplies for the Course, items such as construction materials and lumber will be purchased • 2 Semester (Fall and Winter) at $1,000 each semester = $2,000	$2,000.00
2. Culinary Arts Supplies for Classes and Food Trailer • Specialty pans, platters, small kitchen appliances, paper products and food = $3,000 • Supplemental educational materials for various reading levels = $1000	$4,000.00
3. English/Language Arts Books and Curricular Materials – $2,000 • High interest texts of various reading levels including the purchase of sets of graphic novels (Supplemental)	$2,000.00
4. Biology Curricular Materials--$4,000 • Purchase of Biology sensors, isotope probes and materials for the biology students (Supplemental)	$4,000.00
5. Immersion Center for English Language Learners--$4,000 • Literacy and math materials to support the wide range of reading and math levels of ELL students new to Columbia Public Schools (Supplemental)	$4,000.00
6400 Subtotal	**$16,000.00**
6100-6400 Subtotal	**$384,235.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	

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6500 Subtotal	**$0**
TOTAL	**$384,235.00**

SECTION VI.D - LEA/BUILDING GRANT YEAR ADMINISTRATIVE COSTS BUDGET ***1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)***

LEA/BUILDING NAME	**COUNTY-DISTRICT - BUILDING CODE**
COLUMBIA PUBLIC SCHOOLS—DOUGLASS HIGH SCHOOL	**010-092**

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
6100 Subtotal	**$**
6150: Non-certificated Salaries	
6150 Subtotal	**$**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	**$**
6300: Purchased Services	
6300 Subtotal	**$**
6400: Materials/Supplies	
6400 Subtotal	**$**
6100-6400 Subtotal	**$**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	

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6500 Subtotal	$
TOTAL	$

SECTION VII – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

SECTION VII.A – DISCUSSION OF THE PRIOR GRANT YEAR

Describe progress made toward each objective approved in the 2014-2015 application.

1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;
2) Provide a summary of measurable data explaining progress toward meeting professional development objectives; and
3) Describe the challenges and accomplishments in meeting your objectives in 2014-2015.

SECTION VII.B – 2015-2016 GRANT YEAR TIMELINE

Describe the 2015-2016 grant year timeline for implementing the planned activities for the selected interventions in each Priority school the LEA commits to serve. All planned activities were included in the original plan submitted with your first application.

1) Provide a LEA timeline that includes specific dates for implementation of all components of the selected intervention;
2) Provide a timeline that is reasonable, achievable, and reflects urgency; and
3) Provide a timeline that includes implementation and evaluation dates.

SECTION VII.C – DISCUSSION OF SCHOOL YEAR 2015-2016

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2015-2016 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

SECTION VII.D – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or LEA levels in SIG served buildings for Cadre III Year Three.

SECTION VII.E – SYSTEM OF STAFF RECOGNITION *(Transformation Model Specific Question)*

An LEA implementing a transformation model must:

(1) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

Describe how each SIG school is rewarding staff that improve student achievement with LEA support. Describe the opportunities for professional development for staff that have not improved student achievement during the 2015-2016 school year. The descriptions must include specific goals or triggers that will be used to determine if recognitions or supports are needed. The recognitions or supports must be listed as well as a timeline of implementation during the 2015-16 year.

Please note that the ***FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(g) OF ESEA 1003(g) SIG INCREASED LEARNING TIME, REWARD AND INCENTIVE REPORT*** will be due to the Department at the conclusion of the grant year and will require reporting of this mandatory action.

SECTION VII.F – INCREASE LEARNING TIME *(Transformation Model Specific Question)*

An LEA implementing a transformation model must:

(1) Establish schedules and strategies that provide increased learning time

Describe how each SIG school is increasing learning time with LEA support. Specifically address how learning time will be increased from the 2014-2015 school year. This description must include specific and documentable increases in learning time for the served buildings that meet 1003(g) SIG requirements.

Please note that the ***FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(g) OF ESEA 1003(g) SIG INCREASED LEARNING TIME, REWARD AND INCENTIVE REPORT*** will be due to the Department at the conclusion of the grant year and will require reporting of this mandatory action.

SECTION VII.G – TEACHER/PRINCIPAL EVALUATION SYSTEM *(Transformation Model Specific Question)*

An LEA implementing a transformation model must:

(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —

(a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

(b) Are designed and developed with teacher and principal involvement;

Describe how each SIG school is implementing a teacher/principal evaluation system that incorporates student achievement as a major component with LEA support.

SECTION VII.H – FAMILY AND COMMUNITY ENGAGEMENT *(Transformation Model Specific Question)*

An LEA implementing a transformation model must:

(1) Provide ongoing mechanisms for family and community engagement.

Describe how each SIG school is engaging families and the community with LEA support.

Section VII.A. Discussion of the Prior Grant Year

Describe progress made toward each objective approved in the 2014-2015 application.

Graduation Rate

Increasing the graduation rate of students has been a central goal for the staff at Douglass High School. In 2012, the four-year graduation rate was 32.4% as compared with the 2014 four-year graduation rate of 72.7% with a 40.3% increase over the last three years. According to the DESE 2014 Annual Performance Report the four-year graduation rate has significantly climbed over the last three years with the most significant increase between 2013, with 44.6%, and 2014, with 72.7%. The five- and six-year graduation rates have also climbed during this same time period.

Douglass High School has worked tirelessly in the 2014-2015 school year to increase the number of students graduating for the school. In May 2015 there were 110 students graduating in comparison to 22 students graduating in 2011. This is an 18 student increase over the 92 graduates in 2014. Douglass graduated 22 students in 2011, 42 students in 2012, 72 students in 2013, 92 students in 2014 and 110 graduates in 2015.

Dropouts

When the grant began in 2012-2013 the data showed 45 students dropping out from Douglass High School. About half were males and half were females with one 9th grader, 11 10th graders, 13 11th graders and 20 12th graders. During the 2014-2015 school year, our Year to Date report indicated 35 students dropped out during the school year. This is a decrease of 10 students from 2012-2013. During the 2014-2015 school year 20 female students dropped out and 15 male students dropped out with one 9th grader, eight 10th graders, 15 11th graders and 11 12th graders.

Attendance

Douglass High School attendance rate was 75.4% in 2013, 72.3% in 2012, 71.9% in 2011 and 76.8% in 2010. The attendance rate for the 2014-2015 school year is 78.7%, which is more than a 3% increase over the 2013 attendance rate.

The Douglass Annual Performance Report (APR) stated the percentage of students attending school at least 90% of the time as 14.6% in 2013. In 2013-2014 the percentage of students attending school at least 90% of the time was 26.1%. During the 2014-2015 school year, we have calculated a proportional attendance rate of 37.87%. Over the last three years there has been significant progress made toward meeting the goal in attendance and much work still needs to be done in this area.

Number of students with one or more F's

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As of January 31, 2014 a total of 46 students received a grade of F on their progress report. The 46 students represented 40% of the total 114 students reported. This compares to 53.4% in May, 2012, and the district average is approximately 17%. As of January 31, 2015, a total of 42 students (25 female and 17 male) out of 133 students reported received a grade of F on the progress report. This is 31.5% of the student population at Douglass High School and down 8% from the same time period in 2014.

English II EOC

As of June 26, 2015, the English II EOC scores have not been received by the district, therefore, the most current data to share is 2014 data. In 2014 a total of 26 students were assessed out of the 50 students that the school was accountable, which was a 52% Level Not Determined (LND) rate. During the 2014-2015 school year a concerted effort was started by the Douglass High School staff to test all accountable students. This was in an effort to lower the building Level Not Determined (LND) rate below 5% and be able to account for achievement points on the building Annual Performance Report (APR). In the fall of 2015 a report was created listing all of all the students who were missing an EOC exam in any area. In December, as many students as possible were tested in missing EOC exams. The same report was created again in the spring and the remaining students were tested. Douglass anxiously awaits the 2014-2015 EOC scores to measure the progress toward this goal of testing all accountable students and receiving achievement points on the APR.

In 2014 a total of 16.7% of the students scored in the proficient range while 33.3% were in the Basic range and 50% of students scored in the Below Basic Range. In comparison, the 2013 data shows a total of 3.1% of students scored in the proficient range while 46.9% were Basic and 50% of students scored in the Below Basic range. In 2012, a total of nine students out of 37 students assessed were Proficient or Advanced, compared to 10 students Proficient or Advanced in 2011 (out of 26 students assessed) and 13 students in 2010 out of the 19 students assessed. In 2009, three students were Proficient or Advanced out of the 19 students assessed.

Algebra I EOC

As of June 26, 2015, the Algebra I or II EOC scores have not been received by the district, therefore, the most current data to share is 2014 data. In 2014 a total of 32 students were assessed on the Algebra I EOC out of the 49 students that the school was accountable, which was a 34.7% Level Not Determined (LND) rate. During the 2014-2015

school year a concerted effort was started by the Douglass High School staff to test all accountable students. This was in an effort to lower the building Level Not Determined (LND) rate below 5% and be able to account for achievement points on the building Annual Performance Report (APR). Douglass anxiously awaits the 2014-2015 EOC scores to measure the progress toward this goal of testing all accountable students and receiving achievement points on the APR.

In 2014, the students scored in the following ranges: 10% Proficient, 30% Basic and 60 % Below Basic. In 2013, the percentage of students scoring in the Proficient range was 3.7%, in the Basic range was 55.6% and in the Below Basic range was 40.7%. In 2012, one student was Proficient out of 13 students assessed compared to six students in 2011 out of the 26 students assessed, two students in 2010 out of the 27 students assessed and zero students in 2009 out of the 21 students assessed.

Biology EOC

The number of students assessed on the Biology I EOC at Douglass High School is small. In 2015, 34 students were assessed with seven students in the Proficient range, 22 students in the Basic range and five students in the Below Basic range. In 2014, 31 students were assessed. One student was in the Proficient range, seven students were in the Basic range and 23 students in the Below Basic range. While scores still have room for improvement, the professional development and additional supplies for the biology classroom over the past two years seem to be showing progress on the overall scores. In 2012, one student out of 37 students assessed was Proficient compared to seven students Proficient in 2011 out of the 30 students assessed, six students Proficient in 2010 out of 43 students assessed and five students Proficient in 2009 out of 22 students assessed.

Government EOC

The number of students assessed on the Government EOC at Douglass High School is small. In 2015, 27 students were assessed with three students in the Proficient range, 16 students in the Basic range and eight students in the Below Basic range. In 2014, 27 students were assessed with zero students in the Proficient range, three students were in the Basic range and 14 students in the Below Basic range. In 2013, zero students out of 20 students assessed was Proficient compared to zero students Proficient out of 35 students assessed in 2012, six students Proficient in 2011 out of the 34 students assessed and four students Proficient in 2010 out of 28 students assessed.

ASPIRE/PLAN Assessment

The district administered the ASPIRE assessment to assess college readiness using benchmark scores. This was the first time Columbia Public Schools has given the ASPIRE assessment. During the 2014-2015 school year, a total of nine students completed the ASPIRE assessment. A review of the assessment data shows that on the English portion of the assessment, 44% of students met the college readiness benchmark. On the writing portion 33% of students met the college readiness benchmark, and on the reading portion 50% of the students met the college readiness benchmark. In years past the PLAN assessment was given instead of the ASPIRE assessment. Since this is the first year of the ASPIRE assessment, the 2014-2015 data will be used as benchmark data for the years to come.

Patron Insight Questionnaire

The school district and Douglass High School collected data on the Patron Insight Questionnaire during the fall of 2014 and had a small turnout of 24 student responses. The school also gave the MSIP Advanced Questionnaire in the fall of 2014 and only had two responses. Since the AQ data is so small, the Patron Insight Questionnaire will be used to discuss student perceptions of Douglass High School.

On the Patron Insight survey, 83% of Douglass High School students felt "everyone has a chance to succeed at my school" as compared with 75% of the rest of the high school student responses. Students also felt "my teachers have my best interests at heart" with 74% as compared to 62% of all high school students. Students overall feel safe in their school with 68% of Douglass High School students feeling safe compared to 59% of all high school students. Students also "think that students in my school are encouraged to do their best every day" with 71% of students believing this as compared to 56% of all other high school responses. The Patron Insight survey is indicating Douglass High School administration and staff are working hard to provide a safe, nurturing environment for students to be successful students and citizens.

Key Findings of the Needs Analysis and Progress Toward Goals

Following is a description of the key findings that became evident from the needs analysis and that were used to drive the development of the Douglass High School turnaround plan. Each key finding includes a brief summary of the evidence from the needs analysis that supports it and progress made towards goals during the first year of the grant.

Key Finding 1 and Progress Toward Goals.

Since 2009, the graduation rate at Douglass has been below 60% and is the reason for Douglass being identified as a Priority School. In 2011 the 4 year graduation rate was 24.4%, in 2012 it was 32.4%. In 2013, the

four year graduation rate was reported at 44.6%. In 2014, the first year of the SIG grant, the graduation rate was 72.7%. In 2015, 110 students graduated. We do not have the official graduation rate for 2015.

This finding is supported by the Douglass High School Accountability Report and is a factor for the District replacing the principal in 2011 with the Director of Alternative Education. This is the third full year for the Director of Alternative Education to work with the staff at Douglass High School. This year, the school came together as a whole to work, plan, and learn together as a part of the turnaround model. The school saw a significant increase in the number of students who graduated this year as a result of their work. The faculty at Douglass High School used multiple strategies to help meet the needs of their students ensuring a higher number of graduates this year. The Douglass staff will continue to look for ways to improve and provide support for students as they strive towards continuous improvement with the graduation rate. The Douglass faculty believes that all students must be college and career ready when they graduate. They will do whatever it takes to prepare ALL Douglass graduates for a successful post-secondary transition.

Key Finding 2 and Progress Toward Goals.

Forty-five students dropped out of Douglass in 2012-13. The calculated dropout rate for 2013 was 25.2%. In 2014, 35 students were listed as drop outs. In 2015, 30 students were listed as drop outs.

DHS is considered Columbia Public Schools' Tier III intervention for students at risk for dropping out. Students who choose Douglass attend because of barriers in their lives causing them to need an alternative educational experience that doesn't fit the traditional educational model. This year Douglass High School raised the bar and worked hard to hold on to every student that they could. The grant provided funds for an Internship/Community Supervisor and that position has proven to be a powerful player in keeping students in school. The Internship/Community Supervisor worked with the students on skills that they will need as they apply for college or career such as writing an effective resume and cover letter, proper attire for an interview, how to make eye contact and how a make good first impression on a prospective employer or college counselor. The school hosted their second school and community job fair with 33 employers representing businesses in the Columbia area.

Key Finding 3 and Progress Toward Goals.

Student performance across all measures is low because students are missing instructional time due to lack of attendance and truancy issues. Attendance percentages for the past four years using the MSIP 4 Attendance Standard as noted on the School Accountability Report include: 71.9% in 2011, and 72.3% in 2012. Under the MSIP 5 Attendance standard, 14.6% of Douglass students attended school 90% of the time in 2012-13. This rate

increased to 26.1% in 2013-2014. The unofficially 2014-2015, is currently 44.1%. NEW PAGE

During the 2014-2015 school year data was collected monthly and analyzed as part of our monthly DHS administration meetings. The school leadership team paid close attention to attendance data, behavioral data and out of school suspension in order to intervene on the behalf of students. A baseline for attendance of 71.9% was established based on data from year prior to Year 1 of the SIG grant. A goal of 80% attendance was established. The student attendance data had a range from a high of 82.5% to a low of 75.68% overall. Even though we did not meet our goal of 80%, we were able to exceed the baseline attendance of 71.9%.

The attendance rate that is calculated based on 90% of the students attending 90% of time was also closely monitored. A baseline of 26.1% was established and a goal of 30% was set. The 90/90 attendance rate exceeded the 26.1% baseline and exceeds the 30% goal that was established.

The school improvement team also monitored the out of school suspensions and two targeted areas for behavior improvement. A baseline was established of 66 out of school suspensions based on previous year's data. The team set a goal to decrease the number of students who receive an out of school suspension. In 2013, there was a total of 66 out of school suspensions. In 2014, the school has a total of 39 out of school suspension. In 2015, there was a total of 14 out of school suspensions. The number of students receiving out of school suspension also decreased. In 2012, there were 41 individual students suspended during the school year. In 2014, there was a total on 27 students suspended. In 2015, there was a total number of 12. Another encouraging piece of data collected was the total number of days of suspension that students were receiving. In 2013, there was a total of 239.5 days of suspension. In 2014, the total number days added up to 94. In 2015, the total number of days was 41. Frederick Douglass High School, was fight free in 2014-15.

Key Finding 4 and Progress Toward Goals.

While Douglass teachers are committed 100% to increasing the graduation rate and making sure graduates are college and career ready, support is needed in guiding teachers as they grow professionally and implementing strategies learned from professional development targeted at students most at risk of dropping out of high school.

Douglass High School teachers are organized into Professional Learning Communities. Each PLC group leader has participated in Year 1 of PLC training offered by the RPDC and did complete Year 2 of training fall of 2013. Members of each group received training in the Decision Making for Results (DMR) process and data teams and in turn, this knowledge was shared with their respective groups. During the 2013-2014 school year, the Douglass High School teachers made a commitment to work together in teams to support student learning. The teachers met daily for an hour

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before school four days per week to score assessments, review student data, plan for cross-curricular units of instruction, post assignments to Evernote, and collaborate around supporting students. The results of this collaborative process can be seen in improved attendance, reduced behavior incidents, and a record number of students graduating from the school this year.

This work was continued in the 2014-15 school year. PLC groups continued working on curriculum. Each group was tasked with identifying impactful Tier 2 and Tier 3 intervention strategies into Tier 1 instruction. Groups shared what did and did not work. The school year ended with all teams providing curriculum maps and at least one example of a Unit of Study using a modified version of Grant Wiggins' template for units of study. During the 2014-2015 all PLCs will complete Units of Study for each unit taught in Frederick Douglass High School.

Key Finding 5 and Progress Toward Goals.

Our students at Douglass are adult deficit and lack support systems in their daily lives. Faculty have fed students, changed diapers, hugged students, dried tears, provided clothing for students, transported students to doctor visits, provided mental health support in addition to a host of other activities assumed to be the responsibility of adults outside of the school setting.

Douglass students have unique challenges in their lives that may pose as barriers to their school attendance and graduation; therefore, they need multiple paths to graduation. Douglass High School currently serves students in the DHS Core program, Harry S. Truman Veterans Administration Hospital (VA) Program, the Missouri Option Program, and the Douglass Academy (afterschool program for students ages 17+ and an IEP).

The DHS Core program includes classes in core and elective areas, where students have the opportunity to earn up to 24 hours of credit. Housed in the DHS building, the core is designed to be a smaller version of a traditional school. The Core Program is comprised of 150 students and 12 teachers who teach in the required areas needed for high school graduation. The teachers cooperate as a team while working to develop a comfortable, yet challenging academic program. The courses are 80-minute blocks, which alternate by semester. Typically, students will have four block classes first semester and four different classes the second semester. Students in this program are encouraged to attend the Columbia Area Career Center or to be involved in a work-study experience for a portion of the school day. Tier I, Tier II, and Tier III instruction is present in every classroom with differentiation and remediation being provided by teachers. The concept of a core program has continued during the 2014-2015 school year and has been strengthened by the addition of an Internship/Community Support Supervisor to bridge the gap between school, work, and home.

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The Mo Options Program is open to students in their senior year or beyond who are not able to graduate with their class because of a deficiency in credits. Students attend school for a minimum of 15 hours a week and work for a minimum of 15 hours a week. During class time students prepare for the HiSet test and complete the Douglass senior portfolio. Students who pass the HiSet, maintain a job, and complete all other requirements of the program are granted a Columbia Public Schools high school diploma and are eligible to participate in the Douglass graduation ceremony. In 2012-2013, Douglass had 20 graduates who participated in the MO Options Program as compared to only 42 students in total over the past seven years. This year, all CPS MO Option programs, were consolidated into one program at Douglass High School. Hickman, Rock Bridge, and Battle High Schools no longer offer the MO Option program. A record 77 were able to complete the work and pass the required assessment under the Mo Options program.

This year we also revamped the Douglass Academy. We now partner with MO Technical College. This course is now team taught by a faculty member from MO Technical College and a special education teacher from Douglass High School. Students with IEPs who have missed their cohort graduation date now have the chance to complete graduation requirements while gaining introductory construction skills such as the basics or electricity, dry walling, painting and the use of other tools. Students also have an opportunity to complete OSHA certification during this course. In 2015, 8 students graduated through this program.

Section VII.B. 2015-2016 Grant Year Timeline

Provide a LEA timeline that includes specific dates for implementation of all components of the selected intervention; provide a timeline that is reasonable, achievable and reflects urgency; and provide a timeline that includes implantation and evaluation dates.

Dates	Time	Description
July 19-21, 2015	All Day	5 Staff Members will attend the Missouri Alternative Education Network Conference at the Lake of the Ozarks. This conference will give ideas and provide networking regarding strategies to use with 21st century learners.
Two Days in August	All Day	Staff will collaborate before school starts to continue their professional development on developing turnaround online rigorous and relevant instructional opportunities for students.
August—May	Before School Begins	Introduction to Maintenance Course, Culinary Arts, English/Language Arts, Biology and Immersion Center materials will be purchased before school year begins. There is a need for hands on, high interest low-level materials for high school

		students who are at the beginning stages of English language development. Instruction in these courses will take place from August until May.
September—May	After School	Afternoon tutoring provided by DHS teachers. One teacher will meet one time per week for 2 hours per day and another teacher will meet three times per week for 2 hours each day.
September—May	Weekends	Saturday/Weekend Extension to School for job coaching, life skill training and academic prep. Two DHS teachers will run the extension program.
August—May	Days Throughout 2015-2016 School Year	The DHS Principal will participate in professional development that focuses on leadership for results and 21st century job readiness.
August—May	8 Hours Per Week	Staff will receive professional development and collaborate on data analysis, technology integration, reading and writing across all content areas and assessment.
August—May	All Day	Internship Supervisor will continue to coordinate the Douglass Rotarian Mentor Project. He will coordinate guest speakers, build internship opportunities, and keep all documentation regarding programming and post-secondary transition plans.
August/September—June	Throughout 2015-2016 School Year	DHS Culinary Arts teacher will participate in professional development through the PROSTART training program. This professional development will assist students in obtaining students to have marketable culinary arts skills upon graduation.
Fall 2015		The Internship Supervisor will participate in professional development in Post-Secondary Transition.
January—May 2016	Afternoon/Evenings	Afternoon/evening session of MO Options by one DHS teacher to provide additional flexibility to complete coursework and meet graduation requirements.
March 16-19, 2016	All Day	2 or 3 Staff Members will attend the National Alternative Education Association Conference at Vedre Beach, Florida. This conference will give ideas and provide networking regarding strategies to use with 21st century learners.
October—May		Curriculum Development in Technology and Entrepreneurship in collaboration with the University of Missouri and other Douglass High School Partners in Education.
Month of June	6 Hours Per Day	DHS Summer Academy and MO Options Program – In line with the need for early identification for dropout prevention, struggling eighth grade students will be identified for participation in the DHS Summer Academy in April 2016 (rising 9th graders). Identified students will receive rigorous instruction in core subjects in a classroom environment that embraces engagement, collaboration and perseverance. The program is designed to shape students' academic identities in order to transform their achievement at DHS.

Evaluation: Monitoring and evaluation of the Douglass SIG program will be frequent and ongoing. A teacher leader data analyst will receive a stipend to assist teachers and the Principal in the collection, dissemination and analysis of data to continually evaluate progress of students and effectiveness of strategies identified in the SIG grant. The Data Dashboard and Monthly Progress Monitoring charts will be reviewed each month by the Douglass SIG Team. This team includes the DHS Principal, the Deputy Superintendent, a Douglass teacher leader, DESE Area Supervisor and the Director of School Improvement (SIG Coach). In addition, monthly walkthroughs by the Deputy Superintendent and/or Director of School Improvement and the DHS Principal will take place in all classrooms.

Section VII.C. – Discussion of School Year 2015-2016

Discuss the School Improvement Grant (SIG) 1003 (g) program as it will be implemented during the 2014-2015 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

The plan for the 2015-2016 school year will be to continue its design to ensure all students have a safe environment to gain an education where students graduate college and career ready. The overarching goal is to focus on increasing the graduation rate. Staff will be provided time for professional development by meeting before school four days each week during the school year to acquire the knowledge and skills in creating a differentiated and blended learning environment to meet the ever-changing needs of a diverse student population. The focus of the professional development will be data analysis, technology integration and reading and writing in all curricular areas. Monthly walkthroughs will take place by the principal and Deputy Superintendent and/or Director of School Improvement to assess implementation of the knowledge and skills learned from the professional development received by teachers. The DHS Principal will participate in professional development that focuses on leadership for results and 21st century job readiness.

Another priority for the school year will be continuing to find flexible ways to meet the needs of students. Douglass will continue to offer a late afternoon/evening session of MO Options to meet the needs of students. Like this current school year, the plan will be to start the evening MO Options session second semester to accommodate student schedules and needs. Teachers will also begin having weekend extension of school to assist students with job coaching, life skills training and academic tutoring.

The Internship Supervisor will continue to build internship opportunities for students, coordinate guest speakers and document programming and post-secondary transition plans. To support students becoming career and college ready

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DHS will offer test prep opportunities for the ACT, ASVAB and Work Keys assessments. If student can perform better on the assessments it will mean more scholarship money, decreasing the need to repeat remedial courses and provides students with options to explore a variety of careers.

Strengthening the culinary arts program and adding real-life career skills for students is central to the planning for the 2015-2016 school year. With the addition of a food trailer this past spring, hands on entrepreneurship skills will be integrated into the culinary arts program. The culinary arts teaching space has been redesigned for better flow and productivity for students; as well as, the addition of a certified culinary instructor to be at Douglass High School half of the day for instruction. Plans are being made to complete market analysis in the fall to facilitate the appropriate selection of menu for the food trailer starting with the winter semester. This program received approval as a career education program from DESE on June 18, 2015.

The ELL Immersion Center will continue as a place for students who have at least two factors—ELL and born outside of the United States. Wraparound services will be offered especially purposed to help students become college and career ready. High interest, low level materials for students will be purchased for student at the beginning stages of English language development.

Ninth graders identified to attend DHS will participate in the Douglass Summer Academy. In line with the need for early identification, struggling eighth graders will be identified in April 2016. While in the Douglass Summer Academy students will receive rigorous instruction in core subjects in a classroom environment that embraces engagement, collaboration and perseverance. The program is designed to shape student's academic identities in order to transform their achievement at DHS.

Section VII.D. – Staffing Changes

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or LEA levels in SIG served buildings for Cadre III Year Three.

Section VII.E. – System of Staff Recognition (Transformation Model Specific Question)

Not Applicable. Douglass High School is implementing the turnaround model.

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Section VII.F. – Increase Learning Time

Describe how each SIG school is increasing learning time with LEA support. Specifically address how learning time will be increased from the 2014-2015 school year. This description must include specific and documentable increases in learning time for the served buildings that meet 1003(g) SIG requirements.

To facilitate the increase in learning time, full-day summer school will offered, as well as tutoring throughout the school year. In the 2012-2013 school year 64,950 minutes were available to DHS students. We anticipate 80,502 minutes of instruction will be offered in the 2015-2016 school year. This is an anticipated 19% increase from 2012-2013 to 2015-2016.

Section VII.G. – Teacher/Principal Evaluation System (Transformation Model Specific Question)

Not Applicable. Douglass High School is implementing the turnaround model.

Section VII.H. – Family and Community Engagement (Transformation Model Specific Question)

Not Applicable. Douglass High School is implementing the turnaround model.