SHIPPED JUN 14 2013

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
1003(g) SCHOOL IMPROVEMENT GRANT (SIG)
Project Dates: July 29, 2013 to June 30, 2014
CFDA Number 84.388A
Federal Award Number S388A120026A

ORIGINAL

DIRECTIONS

Mail the completed form postmarked or delivered by Friday, June 14, 2013 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 Reactor	Cj Reath	7-29-13	$ 458,120

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
Columbia Public Schools	**010-093**

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Dr. Nick Boren	1818 West Worley	Columbia, MO 65203	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
NBoren@columbia.k12.mo.us		(573) 214-3400	(573) 214-3401
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Mr. Ben Tilley	1818 West Worley	Columbia, MO 65203	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
btilley@columbia.k12.mo.us		(573) 214-3915	(573) 214-3402
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
Dr. Eryca Neville	310 North Providence Road	Columbia, MO 65203	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
eneville@columbia.k12.mo.us		(573) 214-3680	(573) 214-3681

SECTION II. - ASSURANCES

A Local Educational Agency (LEA)/District 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/District must assure that it will—

- ✓ If selected, attend the mandatory Capacity Interview held Tuesday July 9, 2013 in Jefferson City, MO with the required LEA/District personnel;
- ✓ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA/District 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. - WAIVER

Missouri has requested a waiver of requirements applicable to the LEA's/District's School Improvement Grant. An LEA/District must indicate if it intends to implement the waiver.

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

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

LEA/District approval for the Department to provide direct services:

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Jolene Yoakum	6-14-13
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE

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SECTION IV. - LEA/DISTRICT YEAR ONE TOTAL BUDGET & SUPPORTING DATA

NEW PAGE

1003(g) Funds allocated	**$458,120**
Waiver Funds* transferred from NCLB Consolidated Application *Waiver funds refer to the 20 percent of the LEA's Title I.A LEA allocation previously required under 1116(b)(10) (funds for transportation and supplemental education services).	
Total Funds available to Budget	**$458,120**

This is the total of Year One 1003(g) SIG Implementation and Administration budgets for all building and district activities & Waiver funded budgets for building activities.

YEAR ONE 1003(g) SIG & WAIVER FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG & Waiver*								
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	$100,964		$28,270.	$19,544	$29,356			$178,134.
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*		$83,509	$23,383.					$106,892.
2200 Professional Development *1003(g) SIG & Waiver*	$80,325	$9,450.	$25,154.	$35,125.				$150,054.
2600 Planning and Evaluation *1003(g) SIG & Waiver*								
3000 Community Services *1003(g) SIG & Waiver*				$10,000				$10,000
Program Costs Subtotal *1003(g) SIG & Waiver*	$181,289	$92,959.	$76,807.	$64,669.	$29,356.			$445,080
Indirect Costs								$13,040
Administrative Costs *1003(g) SIG & Waiver*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*								
GRAND TOTAL *1003(g) SIG & Waiver*	$181,289	$92,959.	$76,807.	$64,669	$29,356.			$458,120

SECTION IV. - LEA/DISTRICT YEAR ONE 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)
Instructional Staff						
Supplemental Instruction	1.5	1.0				
Preschool Teacher / Teacher Home Visit						
Early Literacy Learning Teacher						
Class Size Reduction						
Other Staff						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			1.0			
Family Literacy Facilitator						
Language Translator						
Guidance Counselor						
Intervention Specialist / Positive Behavior Support Specialist						
Turnaround Officer/ General Supervisor						
TOTAL						

SECTION V. - SCHOOLS TO BE SERVED

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

			INTERVENTION MODEL			
SCHOOLNAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Douglass High School	290100002281	X	X			

Notes:

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

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

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District 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/District and each school the LEA/District 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
COLUMBIA PUBLIC SCHOOLS – DOUGLASS HIGH SCHOOL	010-093 1020

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG & Waiver*	2 .Provide online learning course options with APEX, Aventa, and Edmentum.
1200 Supplemental Instruction (Title I)	1. Additional staff for Douglass High School for school improvement. 2. Provide materials for school improvement.
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	1. Establish student accounts with Missouri Connections on six career paths. 2. Juniors and Seniors will complete a Career 101 curriculum. 3. 80% of students will graduate with a Gold certificate on Workkeys Assessment. 4. Provide test prep support to all students for Compass, ACT, and ASVAB. 5. Provide an after school program and FAFSA support for students 6. Hire an ELL teacher and IA to serve newly arrived high school ELL students , with the goal of continuing their education at Douglass. 7. Provide materials and resources to support needs of ELL immersion students. 8 .Establish and implement a DHS ELL Newcomer Center to meet the academic and transitional needs of newly arrived ELL students. 9 .Implement Academic Youth Development for the summer youth academy.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	.1. Establish articulation agreements with Moberly Area Comm. College and Columbia College by 2015. 2. Implement an early identification system to monitor graduation progress. 3. Hire technology support for teachers and students.
2200 Professional Development	.
2200 Professional Development *1003(g) SIG & Waiver*	1. Provide every tchr. with 5 pd days and 4 hrs. per week of pd/curriculum writing to "turn around" their instructional units that offer blended instruction. 2. Provide tchrs. With pd on Agile Mind, Biology Modeling, student data analysis, technology integration, website development, nonfiction reading and writing across all content areas, and Literacy Design Collaborative. 3. Director will attend Washington Univ. Executive Leadership program. 4. Director will share with tchrs. & community knowledge learned from the Washington Univ. Executive Leadership pd the skills students need to be successful in business, industry, and education. 5. Train 2 summer school tchrs. on the Academic Youth Development to shape students' academic identities, enhance their engagement, and transform achievement at DHS.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	
3000 Parent Involvement	
3000 Parent I/Community Involvement *1003(g) SIG & Waiver*	1. Hire an Internship/Comm. Supv. to coordinate DHS Mentor Proj, create a DHS Community Advisory, and work with other agencies. Create a partnership between DHS and Byndom & Stanton and to identify work skills.
Administrative Costs	
Administrative Costs *1003(g) SIG & Waiver*	

NEW PAGE

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period.

Check the box below that applies to this budget template.(Check only one box)

X☐YEAR ONE IMPLEMENTATION	☐YEAR TWO IMPLEMENTATION	☐YEAR THREE IMPLEMENTATION
LEA/DISTRICT/BUILDING NAME		COUNTY-DISTRICT - BUILDING CODE

Year One 2013-14	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG/Waiver*				$11,544				$11,544
1200 Supplemental Instruction (Title I)	$47,947	$18,122			$1,000			$67.069
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	$100,964		$28,270	$8,000				137,234
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*		$83,509	$23,383					$106,892
2200 Professional Development								
2200 Professional Development *1003(g) SIG/Waiver*	$80,325	$9,450	$25,154	$35,125	$29,356			$179,410
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*								
3000 Community Services				~~$10,000~~	papgSce			~~$10,000~~
3000 Community Services *1003(g) SIG/Waiver*				10,000				10,000
Administrative Costs								
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	$47,947	$18,122			$1,000			$67,069
***1003(g) SIG/Waiver* Subtotal**	$181,289	$92,959	$76,807	$64,669	$29,356			$445,080
Grand Total	$229,236	$111,081	$76,807	$64,669	$30,356			$512,149

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period.

Check the box below that applies to this budget template.(Check only one box)

YEAR ONE IMPLEMENTATION	X YEAR TWO IMPLEMENTATION	☐ YEAR THREE IMPLEMENTATION
LEA/DISTRICT/BUILDING NAME		COUNTY-DISTRICT - BUILDING CODE

Year One 2013-14	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG/Waiver*								
1200 Supplemental Instruction (Title I)	$49,625	$18,756			$1,000			$69,381
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	$103,715		$38,047	$19,544				$161,306
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*		$50,876	$14,550					$65,426
2200 Professional Development								
2200 Professional Development *1003(g) SIG/Waiver*	$83,919	$9,781	$14,867	$28,026	$20,000			$156,592
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*								
3000 Community Services								
3000 Community Services *1003(g) SIG/Waiver*		$35,555	$12,032	$10,000				$57,587
Administrative Costs								
Administrative Costs *1003(g) SIG/Waiver*					$14,896			$14,896
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	$49,625	$18,756			$1,000			$69,381
***1003(g) SIG/Waiver* Subtotal**	$187,634	$96,213	$79,495	$57,570	$20,000			$455,808
Grand Total	$237,259	$114,969	$79,495	$57,570	$21,000			$525,189

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period.

Check the box below that applies to this budget template.(Check only one box)

YEAR ONE IMPLEMENTATION	YEAR TWO IMPLEMENTATION	X YEAR THREE IMPLEMENTATION

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

Year One 2013-14	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG/Waiver*								
1200 Supplemental Instruction (Title I)	$51,362	$19,412			$1,000			$71,774
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	$107,345		$39,379	$19,544				$166,268
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*		$52,657	$15,059					$67,716
2200 Professional Development								
2200 Professional Development *1003(g) SIG/Waiver*	$86,856	$10,123	$15,387	$12,915	$20,000			$145,282
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*								
3000 Community Services								
3000 Community Services *1003(g) SIG/Waiver*		$36,800	$12,453	$10,000				$59,253
Administrative Costs								
Administrative Costs *1003(g) SIG/Waiver*					$14,896			$14,896
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	$51,362	$19,412			$1,000			$71,774
***1003(g) SIG/Waiver* Subtotal**	$194,201	$99,580	$82,278	$42,459	$20,000			$453,414
Grand Total	$245,563	$118,992	$82,278	$42,459	$21,000			$525,189

SECTION VI.B.i. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter the school year 2012-2013 detailed school budget (the year before interventions are implemented and supported by SIG funds). Funds listed would include all Federal, state and local revenue sources.

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
School Year 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	$563,257		$169,337	$17,990	53,998			$804,582
1200 Supplemental Instruction (Title I)	$151,810		$45,298	$0	$21,000			$218,108
2100 Non-Instructional Support Services	$122,583	56,619	$56,286	$620	$399			$236,507
2200 Professional Development	$39,523		$14,414	$8,072	$1,601			$63,610
2600 Planning and Evaluation								
3000 Community Services	$236	$46,706	$18,756	$0	$9,000			$74,698
Administrative Costs	$170,961	$56,804	$61,636	$4,910	$3,000			$297,311
Program Costs Subtotal	~~$877,379~~ 877,409	$103,325	~~$304,901~~ 304,091	$26,682	$85,998			~~$1398,285~~ 1397505
Grand Total	$1,048,340 1,048,370	$160,129	$365,727	$31,592	$88,998			~~$1,694,786~~ 1694846

All changes per addition
EP

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

Check the box below that applies to this budget itemization. (Check only one box)

NEW PAGE

✓ ☐ **YEAR ONE IMPLEMENTATION** | ☐ **YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS**

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
COLUMBIA PUBLIC SCHOOLS – DOUGLASS HIGH SCHOOL	010-093 - 1020

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
ELL Immersion Teacher 1.0 FTE	$51,096
ELL Immersion Instructional Aide 1.0 FTE	$16,650
Douglass Priority School Stipend for PD, Curr, Student Support - 17 tchrs. X $4,725	$80,325
After School Teacher for Tutoring - .5 FTE	$23,750
Agile Youth Development Summer School Tchrs = $4,356 x 2 tchrs = $8,712	$ 8,712
Agile Mind PD Pay for 2 math teachers July 25 & 26 - $27 per x 7 hours per day x 2 days x 2 teachers	$ 756
6100 Subtotal	**$ 181,289**
6150: Non-Certificated Salaries	
Douglass Priority School Stipend for PD, Curr, Student Support - HSC & Infant Teacher (2)x $4,725	$ 9,450
Tech Support - 260 days x $21 per hr. x 8 hrs. per day	$ 43,680
Office Personnel - Extend work calendar to add 44 addl. Days for Agile Minds Summer School, support for Internship Coordinator, and grant activities – 44 days x 8 hrs. day x $14.55	$ 5,476
Internship/Community Supervisor	$ 34,353
6150 Subtotal	**$92,959**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	$76,807
6200 Subtotal	**$76,807**
6300: Purchased Services	
APEX & AVENTA Licenses - $175 per license x 30 licenses= $5,250, Work Key Internet Assess. $5,294, Career 101 License $1,000.	$11,544
Byndom, Stanton,& Associates Technology Internship Partnership	$10,000
Transportation for Activities Bus-After School Tutoring- $58 per day x 145 days = $8,000	$ 8,000
PD Dir. Alternative Edu., $6,500, PD Biology Modeling, $5,000, PD Academic Youth Dev., $14,500, Career 101 onsite training & indicators, $8,375	$34,375
Praxis reimbursement for 5 tchrs. X $150 per test = $750	$ 750
6300 Subtotal	**$64,669**
6400: Materials/Supplies	
Biology Modeling mats probes w/probe system 30x$350=$11,000, Test Prep mats., $2,000, Immersion Center start-up materials, $9,000, Science Laptops, $739 x10=$7386	~~$29,386~~ 29,356 per VIB CR
6400 Subtotal	**$29,386** 29,356
6100-6400 Subtotal	**$**
Indirect Cost Optional (Restricted Rate: 2.93____% X Subtotal)	**$13,040**
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$458,120**

SECTION VII. – PROJECT NARRATIVE/PLAN

Provide a project narrative/plan and documentation specifically addressing each item outlined in the following sections in accordance with Title I, Section 1003(g). All items must be addressed. All narrative/plan and documentation must be organized as listed below. If multiple buildings are included in this application, the narrative/plan must be provided for each building served.

SECTION VII.A. - NEEDS AND CAPACITY

(1) Demonstrate analysis of needs and capacity to implement selected interventions.

1. Provide information that explains how your LEA/District has analyzed the needs of each Priority school you intend to serve:
    a. Discuss the most significant results of the needs analysis with supporting data;
    b. The methods used to gather the data; and
    c. List the selected intervention for each school.
2. Provide the following information as it applies to LEA/District-level activities and individual school plans and activities:
    a. A description of recent school improvement initiatives the LEA/District has implemented in its low-achieving schools and progress of and results from those initiatives:
        i. The school improvement efforts include activities that are required or permissible activities listed in the SIG required interventions for Priority schools;
        ii. There is evidence of LEA/District-level support;
        iii. There is evaluation data available; and
        iv. The activities have or have not been successful.
    b. Plan details that explain how the LEA/District will implement the required and selected permissible activities of the selected intervention(s):
        i. There is a detailed improvement plan for each school to implement the interventions and improvement activities;
        ii. The plan is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system; (see Appendix B for additional information)
        iii. The plan is based on improvement activities focused on the significant findings of the needs analysis;
        iv. Procedures are in place to evaluate the implementation of the strategies;
        v. The plan is based on improvement activities focused on the significant findings of the needs analysis;
        vi. Procedures are in place to evaluate the implementation of the strategies;
        vii. The plans indicate that the required activities of the selected interventions for Priority schools will be implemented; and
        viii. The plans indicate that appropriate permissible activities of the selected interventions will be implemented.
    c. How the LEA/District will support the interventions and improvement activities at the central office level:
        i. Planned LEA/District-level activities are listed;
        ii. Responsible staff are identified; and
        iii. Staff responsibilities and expectations are listed.

SECTION VII.B. - NOT SERVING ALL PRIORITY SCHOOLS

(2) If the LEA/District is not planning to serve all Priority schools, please list the schools that you do not plan to serve and explain why you have determined that your LEA/District does not have the capacity to serve those schools. (See Appendix C for additional information.)

An LEA/District might demonstrate that it lacks sufficient capacity to serve one or more of its Priority schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of Charter Management Organizations (CMOs) or Educational Management Organizations (EMOs) willing to restart schools in the LEA/District.

SECTION VII.C. - LEA/DISTRICT ACTIONS

(3) For each of the topics listed below, describe what actions the LEA/District will take to:

1. Design and implement interventions consistent with the final requirements for each Priority school the LEA/District commits to serve:
    a. There is a detailed LEA/District-level plan to implement the intervention(s) including;
    b. Responsible staff members for each strategy;
    c. Timelines for each strategy and action step;
    d. Funding identified for each strategy;
    e. Implementation progress measures for each strategy; and
    f. LEA/District oversight and support.

SECTION VII.C. - LEA/DISTRICT ACTIONS (continued)

2. Recruit, screen, and select external providers, if applicable, to ensure their quality:
   a. LEA/District application process for external providers:
      i. Request for proposals;
      ii. Memorandum of understanding;
      iii. Provider contract; and
      iv. Evaluation procedures.
   b. SEA has been part of the planning process for selecting external providers:
      i. Guidance on related laws and regulations has been provided; and
      ii. If applicable, the SEA has cooperated in the planning for the selection process.
3. Align other resources with the interventions:
   a. The LEA/District has listed other resources that will support the interventions:
      i. Local, State and other Federal funding sources;
      ii. Higher Education partnerships;
      iii. Other educational resources;
      iv. Other community resources; and
      v. The resources are selected to align with the findings of the needs analysis.
4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:
   a. LEA/District policies and practices that have been or will be modified; and
   b. Projected impact of those changes.
5. Sustain the reforms after the funding period ends:
   a. Thorough explanation of how the reforms will be sustained:
      i. LEA/District support;
      ii. Community Support; and
      iii. SEA Support.
   b. Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts.

(See Appendix D for additional information.)

SECTION VII.D. - TIMELINE

(4) What is the timeline for implementing the planned activities for the selected interventions in each Priority school the LEA/District commits to serve?

a. The LEA/District timeline includes specific dates for implementation of all components of the selected intervention;
b. The timeline is reasonable, achievable, and reflects urgency;
c. The timeline identifies any pre-implementation activities the LEA/District proposes; and
d. Implementation and evaluation dates are included in the school improvement plans or attached documents.

SECTION VII.E. - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

(5) What are the annual goals for student achievement in English language arts, mathematics, and, if applicable, graduation rate the LEA/District has established for each Priority school receiving School Improvement Grant funds?

a. The LEA/District has set specific annual targets for student achievement on the State's assessment in English/language arts, mathematics, and, where appropriate, graduation rate;
b. Accurate and meaningful baseline data are provided;
c. Targets will lead to moving out of Priority designation; and
d. Targets have been set in consultation with the Department.

SECTION VII.F. - CONSULTATION WITH AND INVOLVEMENT OF STAKEHOLDERS

(6) Provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Priority schools. The stakeholder group represents:

a. Students;
b. Staff:
   i. School Building; and
   ii. LEA/District;
c. Parents;
d. Teacher organizations and/or unions;
e. Colleges and universities;
f. Community representatives:
   i. Local government and other public sector representatives;
   ii. Business community; and
   iii. Other organizations; and
g. Other relevant stakeholders.

SECTION VII.G. – COMPETITIVE PRIORITIES

1. **Implement one plan.** LEAs/Districts should demonstrate that policies, processes and procedures support (and do not contradict) the implementation of the buildings turnaround plan.
2. **Set ambitious targets for improvement.** LEAs/Districts should create improvement targets rigorous enough to demonstrate significant growth in student achievement over the three-year grant period, as agreed to by the Department.
3. **Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders – and removing those who are ineffective.** To include: (1) annual evaluations of teachers using multiple measures, including student-growth data as one significant factor; (2) strategies for removing staff found to be ineffective in improving student outcomes; (3) incentives to attract teachers to high need areas.
4. **Identify high-risk students and create opportunities to succeed.** Strong proposals will feature early warning systems that use a combination of common formative assessment results and attendance measures to identify students at risk of failure. Such proposals also will provide supports designed to ensure that high-need students, including low income students, English-language learners, and students with disablities are achieving at grade level and are being prepared for success in college or a career.
5. **Be bold and innovative.** To receive these new SIG funds, districts must demonstrate that they provide their schools with consistent support, freedom to innovate, and autonomy to make personnel decisions. True reform requires structural changes in the school day and year. Bold proposals will lengthen the school day and add weekend or summer programs for all students. LEAs/Districts that request SIG dollars must pledge to change personnel policies that lead to turnover among school leaders and staff. LEAs/Districts must ensure that schools can select their staff, remove ineffective employees, avoid an imbalance of novice teachers (unless part of an intentional staffing strategy), and retain high-performing staff members. In addition, LEAs/Districts must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive.
6. **Demonstrate teacher commitment.** Individual teachers have the largest single school effect on student performance. Strong proposals will demonstrate that at least 80% of the teachers agree to implement the plans included in the School Improvement Grant application.

Competitive Priorities

Priority 1: Implement One Plan
The Columbia Public Schools SIG proposal articulates one plan to improve the graduation rate at Frederick Douglass High School (DHS). This plan is built upon research-based evidence that high quality classroom instruction is the factor most likely to influence learning results and in turn graduation rates. This plan also supports all of the key principles that can reduce the dropout rate according to the National Dropout Prevention Center. The principles are:

- Identify students early
- Build strong community partnerships and personalizing the school
- Reduce social isolation
- Manage student transitions
- Create options and implement creative interventions
- Building family relationships

This plan will succeed in increasing the graduation rate of DHS students and prepare them for a successful post-secondary transition plan.

Priority 2: Ambitious Targets
As CPS's alternative high school, DHS is considered the place where CPS comprehensive high schools send those students that are most at-risk for not graduating from high school. Increasing our graduation rate to 60% with a goal for making 82% by 2020 is an ambitious goal. Also, the goal of eliminating the number of students that score Below Basic for a group of students that have been historically unconnected with schools and formal education is also an ambitious target.

Priority 3: Recruiting, Evaluating, and Retraining the Best Teachers and Principals
In July, 2011 the administration at DHS was replaced and in July, 2012 over 50% of the staff was new to DHS. The Director of Alternative Education and several key teachers continue to receive professional development in PLCs and data teams with resources outside of this grant. This will help to establish an infrastructure within the school to continually assess learning needs of students.

Priority 4: Identify High-risk Students and Provide Opportunity to Succeed
All of the students at Douglass High School are considered high-risk students. The Douglass High School Turnaround Intervention Model outlines the multiple pathways to graduation available for students. This grant will provide support for several initiatives that will impact those students most at risk for dropping out. The DHS ELL Newcomers Center will represent best practices for those students who are new to the country. According to the National Dropout Prevention Center, students whose first language is not English represent a cadre of those most at risk for dropping out. To support early intervention efforts, the 9th grade summer academy will identify 8th graders who exhibited several of those factors that put them at risk for dropping out. The community connections that are established through this grant will also help support this effort. Finally, as part of the turnaround intervention model teachers will receive stipends to closely monitor attendance, review grades and progress reports, and provide blended

instruction so that all students can access curriculum anytime, anywhere. For those students in which these interventions do not work, they will be given the option of online courses via Aventa and Apex.

Priority 5: Be Bold and Innovative

The Douglass High School Turnaround Intervention Model is a unique representation of what it takes to support the whole child with a successful post-secondary transition. This proposal is a synthesis of the latest research in dropout prevention, professional learning communities, 21st century literacy, and preparing graduates for career and college readiness. It represents collaboration between schools, family and community. It will increase the graduation rate of DHS students and make them career and college ready.

Priority 6: Teacher Commitment

The tenants of this grant were discussed with current staff at Douglass High School on May 28 and May 30, 2013. 100% of the staff voted in support of the work outlined in the proposal.

Project Narrative/Plan

SECTION VII.A. – NEEDS AND CAPACITY

(1) Demonstrate analysis of needs and capacity to implement selected interventions.

1. Provide information that explains how your LEA/District has analyzed the needs of each Priority School you intend to serve.

Columbia Public Schools has three comprehensive high schools. Douglass High School (DHS) is the alternative Title I high school for students who need a smaller educational setting to increase the likelihood of a timely graduation from high school. Columbia Public Schools and Douglass faculty have worked together to address the critical need in the redesign and implementation of alternative programming to better serve the students at Douglass. In 2011, recognizing the critical need for school improvement, the District replaced the principal at Douglass High School with a new position entitled Director of Alternative Education. In 2012, over 50% of the staff were replaced. The new teachers include three teachers who have received "State Teacher of the Year" awards from various professional organizations, individuals who exhibit a high level of skill and will, and a tech savvy media specialist who has a passion for integrating technology into the classroom. Dr. Eryca Neville, the Director of Alternative Education is the recipient of the 2013 Vocational Service Award sponsored by the Columbia Metro Rotary Club. This award was a result of the partnership between Douglass High School and the Metro Rotary Club. This partnership is a key component in maintaining mentors and connections to guest speakers with a variety of career experiences.

The Directive of Alternative Education has engaged stakeholders in analyzing the need for improvement at Douglass so that it may better serve the school's students to

increase the graduation rate and to make its students college and career ready. All new staff members are willing and skilled at connecting students with viable post-secondary plans, partnerships were formed with local community organizations to help support those efforts, and students have experienced an increase in adult support. Before this transition began, Douglass was identified as a Priority School in July 2012 because the school's graduation rate has been below 60% for three consecutive years.

Columbia Public Schools and Douglass faculty have studied extensive research pertaining to students at risk of dropping out of school. The students identified for Douglass's alternative programming have significant risk factors for dropping out of school. A referral process is in place for students with and without IEPs that considers these risk factors. For students without IEPs, candidates can be referred by any individual, for students with IEPs referrals can only be done by their case manager. Douglass has a screening and interview process for all potential students in which risk factors are considered. Many Douglass students have one or more of these risk factors serving as barriers to their education. Risk factors that are considered are from the National Dropout Prevention Center at Clemson University and Communities In Schools (2007) and include two domains: Individual Domain and Family Domain.

INDIVIDUAL DOMAIN

School Performance

- Low achievement
- Retention/over-age for grade

School Engagement

- Poor attendance
- Low educational expectations
- Lack of effort

- Low commitment to school
- No extracurricular participation

School Behavior

- Misbehavior
- Early aggression

Individual Background Characteristics

- Has a learning disability or emotional disturbance

Early Adult Responsibilities

- High number of work hours
- Parenthood

Social Attitudes, Values, and Behavior

- High-risk peer group
- High-risk social behavior
- Highly socially active outside of school

FAMILY DOMAIN

Family Background Characteristics

- Low socioeconomic status
- High family mobility
- Low education level of parents
- Large number of siblings
- Not living with both natural parents
- Family disruption

Family Engagement/Commitment to Education

- Low educational expectations
- Sibling has dropped out
- Low contact with school
- Lack of conversations about school

Douglass staff have studied and discussed a report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation. Eight reasons students say they drop out of high school were cited in the report and have been

used by Douglass faculty to plan innovative educational programs involving the Core Program, MO-Options, and the Veterans Administration program:

- 47% said classes were not interesting
- 43% missed too many days to catch up
- 45% entered high school poorly prepared by their earlier schooling
- 69% said they were not motivated to work hard
- 35% said they were failing
- 32% said they left to get a job
- 25% left to become parents
- 22% left to take care of a relative

In addition to research regarding dropout prevention, the current DHS staff has researched information about the Coalition of Community Schools and Alternative Education. The DHS Assistant Principal and Outreach Counselor attended the National Alternative Education Association conference in 2011-2012 and 2012-2013 and in 2013 they had a presentation accepted. The Missouri chapter will begin meeting in July, 2013. DHS will have representatives attend.

1. a. Discuss the most significant results of the needs analysis with supporting data.

As a result of the Missouri Department of Elementary and Secondary Education's identification of Douglass as a Priority School and with the support of Title I, a needs assessment was conducted and shared with District staff on May 24, 2013 and with Douglass faculty on May 28 and May 30. Table 1 outlines the needs assessment areas reviewed and the most significant results.

Table 1. Douglass Needs Assessment Areas Reviewed and Significant Results

Needs Assessment Areas Reviewed	Significant Results with Supporting Data
Graduation Rate	Graduation rate is less than 60% for the last 3 years; however, the graduation rate increased 12.7% from 2011 to 2012. In 2012, the graduation rate was 43.7% as compared to 31% in 2011, 47.9% in 2010, and 41.1% in 2009. The District is currently computing the 2013 graduation rate. Douglass graduated 22 students in 2011, 42 students in 2012, and 72 students in 2013.
Dropouts	A Year To Date report showed 45 Douglass students dropped out in 2012-13. About half were males and half were females with 1 9th grader, 11 10th graders, 13 11th graders, and 20 12th graders.
Attendance	Douglass's attendance rate was 72.3% in 2012, 71.9% in 2011, 76.8% in 2010, and 77% in 2009. Douglass's anticipated attendance rate for 2013 is 75%. Under the MSIP5 Attendance standard, 36.21% of Douglass students attended school 90% of the time.
Number of students with one or more F's	As of January 31, 2013 a total of 55 (35 Female and 20 Male) out of 131 students (almost 42%), had a reported grade of F on the Report Card. This compares to 53.4% in May, 2012 and to a district average of approximately 17%.
English Language Arts District Interim Assessment	Douglass students were assessed with a pilot of a locally developed assessment called the English Language Arts District Interim Assessment at three interim points throughout the 2012-13 school year for both reading and writing. Both the reading and writing portion of the assessment included performance based tasks aligned

Needs Assessment Areas Reviewed	Significant Results with Supporting Data
	to SMARTER Balanced Assessments. Results were collected for each building on the third assessment taken in May 2013. Out of 92 students, 17 students were proficient, 22 students were not proficient, and 53 students had no score. In writing, results demonstrated 4 students were proficient in writing, 35 students were not proficient in writing, and 53 students had no score.
STAR Reading	In 2012, a total of 155 students were assessed with STAR Reading to determine students who had urgent literacy needs, students who had intervention needs to be addressed, students who should be on-watch for possible reading intervention, and students who were at or above benchmark in reading. A total of 5 students were at or above reading benchmark, 6 students were on watch, 5 students scored at intervention level need, and 15 students had urgent reading needs. A total of 124 students had a "no score."
MAP English 2	The number of students assessed on Eng. 2 MAP at Douglass is small; however, the number of students assessed has almost doubled since 2009. In 2012, a total of 9 students out of 37 students assessed were proficient/advanced, compared to 10 students proficient/advanced in 2011 (out of 26 students assessed) and 13 students in 2010 (out of 19 students assessed. In 2009, 3 students were proficient/advanced (out of 19 students assessed).
Algebra I	The number of students assessed on Alg. I MAP at Douglass is small. In 2012, 1 student was proficient/advanced out of 14 students assessed compared to 6 students in 2011 (out of 26 students assessed), 2 students in 2010 (out of 27 students

Needs Assessment Areas Reviewed	Significant Results with Supporting Data
	assessed) and 0 students in 2009 (out of 21 students assessed).
Biology	The number of students assessed on Bio. 1 MAP at Douglass is small. In 2012, 1 student out of 37 students assessed was proficient/advanced compared to 7 students proficient/advanced in 2011 (out of 30 students assessed), 6 students proficient/advanced in 2010 (out of 43 students assessed), and 5 students proficient/advanced in 2009 (out of 22 students assessed).
Government	The number of students assessed on Govt. MAP at Douglass is small. In 2012, 35 students were assessed and 1 student was proficient/advanced compared to 6 students proficient/advanced in 2011(out of 34 assessed), and 4 students proficient/advanced in 2010 (out of 28 students assessed)
PLAN Assessment	The district administers the PLAN assessment to assess college-readiness using benchmark scores. In 2012-13, 15 students took the PLAN as sophomores. A total of 6 students met the English College Readiness benchmark while 9 students did not. In Math, 0 students met the benchmark score out of 15 students. In Reading, 2 students met the benchmark score while 13 did not (out of 15 students). In Science, 0 students met the benchmark score out of 15 students.
MSIP Advanced Questionnaire	Per student AQ data, students need more instruction related to summarizing, note taking, and presenting information in a variety of formats. Per AQ data, teachers need more time systematically engaging in discussions about the current research on teaching and

Needs Assessment Areas Reviewed	Significant Results with Supporting Data
	learning. Per AQ data, the school needs a structure that promotes an open channel of communication among students, staff, and administrators.

Key Findings of the Needs Analysis

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.

Key Finding 1.

Since 2009, the graduation rate at Douglass has been below 60% and is the reason for Douglass being identified as a Priority School. In 2010, the graduation rate was 47.9%, 31% in 2011, and 43.7% in 2012. In May 2013, 72 students graduated from Douglass, an increase of 71% compared to 2012. The District is currently computing the 2013 graduation rate.

This finding is supported by the DHS School Accountability Report and is a factor for the District replacing the principal in 2011 with the Director of Alternative Education. In the spring of 2012, the Director of Alternative Education addressed the need to improve the school's graduation rate and prepare students to be college and career ready. More than fifty percent of the teachers were replaced at Douglass. New teachers were selected to teach at Douglass based on their passion, habits of mind, skills, and dispositions to ensure ALL students graduate. Moreover, while the 2012-13 school year reflected a higher number of graduates, significant concern is placed on preparedness of students for postsecondary education and the workforce. Students, and often their families, have low expectations for graduation and success in the workplace. Students often have a pessimistic viewpoint and a low sense of personal efficacy.

Douglass faculty believe 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.

Forty-five students dropped out of Douglass in 2012-13. Since 2009 the dropout rate has ranged between 28.4% and 41.9%.

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 is supported by data demonstrating 10-15% of students are with the Juvenile Justice Center and 10-15% are parents. Seventy percent of students are on free and reduced lunch. Because of the many obstacles Douglass students face in their lives, students lack educational confidence. They don't believe they can complete school within a traditional school structure. Therefore, Douglass students need educational experiences that are bold and innovative and allow them to attend school whenever they can even if it means outside the regular school day.

Key Finding 3.

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: 76.8% in 2010, 71.9% in 2011, and 72.3% in 2012. Under the MSIP 5 Attendance standard, 36.21% of Douglass students attended school 90% of the time in 2012-13 with 24% of females attending

90% of the time and 49% of males attending 90% of the time. NEW PAGE

The DHS 2012 School Accountability Report Card supports these findings. The suspension rate for 10 or more consecutive days for DHS was much improved in 2012 at 9.2% as compared to15.8% in 2011, 15.1% in 2010, and 18.6% in 2009. These data highlight the need to increase student engagement, provide rigorous and relevant instruction, maximize the amount of instructional time students receive, and provide optional times and programming for students to receive instruction so ALL Douglass students can graduate and be college and career ready.

Key Finding 4.

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.

Staff members at Douglass believe they are professionally supported at school and by the District 2012 MSIP AQ Data. Every teacher has a professional growth plan for his or her own learning, and teachers expressed interest in more targeted professional development on the following topics: student engagement, rigor and relevance, project based learning, and differentiated instruction for lower achieving students. Current teachers are organized into PLCs. Each PLC group leader has participated in Year 1 of PLC training offered by the RPDC and will return for Year 2 of training this fall. Members of each group will receive training in the Decision Making for Results (DMR)

process and data teams and in turn share that knowledge with their respective groups. DHS teachers need professional development in curriculum writing to support students most at-risk for dropping out and becoming career and college ready.

Key Finding 5.

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 1, Tier II, and Tier III instruction is present in every classroom with differentiation and remediation being provided by teachers.

Another option for DHS students is the Harry S. Truman Veterans Administration Hospital (VA) Program. This program provided in 2012-2013 on-the-job paid training to 12 students who are at least 16 years old. For half the day, the students are involved in academic instruction through contracted credits required for graduation via online courses offered through PLATO. Students also become Harry S. Truman Memorial Veterans Hospital employees and work in various departments for a minimum of 3 hours per day, 5 days per week. The classroom is located in the Veterans Hospital. Only students with good attendance, evidence of good citizenship, and who have earned several of their required credits are considered. The VA Program is one that needs to be expanded with more employment spots available for interested students.

The Missouri 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 GED test and complete the Douglass senior portfolio. Students who pass the GED, 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.

(1) b. The methods used to gather the data

The Director of School Improvement and Director of Alternative Education coordinated the needs analysis, with assistance from the District's Director of Research Assessment and Accountability. Results of the needs analysis were presented and analyzed at a SIG planning session on May 24, 2013 with representative stakeholders including the Director of Alternative Education, Director of School Improvement, the Douglass literacy specialist, the Superintendent, Chief Academic Officer, Assistant Superintendent of Secondary Education, English Language Arts/Social Studies Coordinator, Mathematics Coordinator, and Science Coordinator. Data presented and analyzed included three years of the Douglass graduation rate, three years of attendance percentages, two years of MAP results in English Language Arts, Mathematics, and Science, 2012 MSIP Advanced Questionnaire data of faculty and students, English Language Arts local interim assessment data, 2012-13 STAR Literacy data, and PLAN. The Director of Alternative Education further facilitated a data review and planning session at a two-day faculty retreat on May 28 and May 30. Based on a review of these data, Douglass faculty identified prioritized needs for 2013-2014.

(1) c. Summary of Selected Intervention Model

On April 11, 2013, the DESE Area Supervisor and the DESE Coordinator of School Improvement, met with Columbia Public Schools Chief Academic Officer and the Assistant Superintendent of Secondary Education. The purpose of the meeting was to outline required components to be included in the Douglass Priority School Plan and the SIG Grant. The team recommended the turnaround intervention model be selected for the SIG/Priority Plan because the principal and more than 50% of the staff had been replaced

within the last two years as a purposeful strategy for school improvement. The staff reflected on their first year as a new turnaround school at a two-day retreat held on May 28 and May 30. Strengths and opportunities for improvement for the turnaround intervention model were reviewed with staff based on data. Staff demonstrated their commitment to SIG priorities being proposed in the grant application with 100% of staff voting to support the priorities outlined.

(2) Provide the following information as it applies to LEA/District-level activities and individual school plans and activities:

(2) a. A description of recent school improvement initiatives the LEA/District has implemented in its low-achieving schools and progress and results from those initiatives:

Douglass is involved with district-wide school improvement initiatives. The school was identified as a Priority School by DESE in July 2012. National Institute for School Leadership (NISL) training was then made available by DESE to Priority Schools and Focus Schools in Columbia, MO. The Director of Alternative Education at Douglass participated in all NISL trainings this school year. As a result of her participation, she produced an Action Research Project. The goal stated in the research project aligns with Douglass's Title Schoolwide Program Plan and the Douglass School Scorecard, which is to increase the graduation rate to 72% by 2015-2016 with no less than 60% in 2013-2014. Graduation from high school is a critical pre-requisite to ensure that Douglass students are college and career ready. The action research project states that all Douglass graduates will have a plan for some type of post-secondary education to prepare them for the career they choose by May 2014. The Director of Alternative Education will continue to participate in NISL trainings this summer and during 2013-2014 to continue leadership training and implementation of the Action Learning Project Plan in pursuit of

increasing the graduate rate above 60% at Douglass.

Columbia Public Schools recently completed its first year of Professional Learning Communities Project Training implemented as a district initiative for all 6-12 secondary schools. All secondary schools in Columbia will participate in the training facilitated by the Heart of MO Regional Professional Development Center (RPDC) for three years. Douglass participated along with other secondary schools in eight all day trainings in 2012-2013 with a 5-member team comprised of the Director of Alternative Education, the assistant principal, and three teachers. The training is designed to support Douglass with the tools and training needed to ensure high functioning professional learning teams are in place to make solid data driven decisions for students based on a rigorous and relevant curriculum and high quality instruction. Topics included in the first year included training on building strong professional learning teams, setting school mission and vision, collective commitments, implementation of curriculum, as well as training on data teams and decision-making for results. The next all day training is scheduled for August 6, 2013 and six additional all day trainings are scheduled during the 2013-2014 school year.

While the Heart of MO RPDC Professional Learning Communities project has been implemented in the District's secondary schools for only one year, positive results are being demonstrated through feedback obtained from once per month observations by the RPDC PLC Project Coach/Facilitator. The RPDC Coach provides ongoing support to the principal and PLC teams in Columbia Public Schools. Douglass had once per month site visits during the 2012-2013 school year. The coach provided this feedback regarding the Douglass High School PLC Leadership Team:

> "I observed the DHS PLC Leadership Team at least once per month this school year. I witnessed their efforts to work collaboratively with all staff members on teams that met weekly with agendas, norms, and goals. In my estimation, DHS has made good progress this year with their efforts to implement the PLC principles."

The Douglass PLC Leadership team completed an Implementation Rubric in May 2013, serving as baseline data for future evaluations in 2014 and 2015. In addition, the RPDC PLC Project will administer an electronic survey called the Benchmark Assessment tool to all Douglass staff in August 2013, August 2014, and August 2015. Both the Implementation Rubric and the Benchmark Assessment tools will be used to evaluate levels of implementation involving eight strands: Foundation for Learning Community Culture, How Effective Building-Level Leadership Teams Work, Administrative Leadership, How Effective Teams Work, What Students Need to Know and Do, Assessment For/Of Learning, Systematic Process for Intervention/Student Success, and Continuous Improvement. Each strand measured involves several indicators with four levels of implementation: Deep Implementation, Proficient Implementation, Partial Implementation, and Minimal or No Implementation. By the end of the three-year project period, the goal is to have deep implementation of Professional Learning Communities at Douglass High School.

To further build Douglass capacity in data-driven decision making as well as in all of its secondary schools, Columbia Public Schools has scheduled a certified trainer from Doug Reeves Leading and Learning Center to provide two days of training in July 2013 on Data Teams and Decision-Making for Results. This training is intended to build increased staff knowledge around data-driven decision making for secondary educators who did not benefit from the RPDC Project Training this past school year. Douglass staff

will participate to further build their capacity to make data driven decisions in the best interest of specific student learning needs. By the end of the summer, Douglass will have common knowledge, vocabulary, and tools to use data to effectively make sound instructional decisions for students served.

The district has created an ongoing and systematic classroom walkthrough process to monitor implementation of the curriculum and classroom instruction at its 6-12 schools. The monitoring process was designed in collaboration with the Assistant Superintendent of Secondary Education, District Curriculum Coordinators, and Secondary Principals. The instrument designed for classroom observations was based on the work of Bill Daggett's Rigor/Relevance Framework from the International Center for Leadership in Education (ICLE). Most secondary principals attended the International ICLE Conference in June 2012. Observational data in each core subject area in every classroom were collected three times during the 2012-2013 school year in all secondary schools including Douglass (fall, winter, and spring). Each classroom observation involved a Curriculum Coordinator, Assistant Superintendent of Secondary Education, and the Principal/Assistant Principal. Data collected from observations in Douglass's English Language Arts, mathematics, science, and social studies classrooms will serve as baseline data for the following school year. The goal is to engage all students at a high level in rigorous and relevant instruction aligned to Common Core State Standards. Data collected involved five strands and specific look-fors for each lesson observed:

<u>Percent of teacher time spent on:</u>

- Full Class Instruction
- Small Group Instruction
- Individual Instruction
- Classroom Monitoring
- Paperwork (at Desk or Computer)

Percent of student time spent on:

- Receiving Direct Instruction
- Discussing/Collaborating
- Testing/Assessment
- Reading
- Viewing Multimedia
- Writing/Journaling
- Applied Practice: Seatwork
- Applied Practice: Project/Lab
- Transitioning/Undirected

Percent of student engagement:

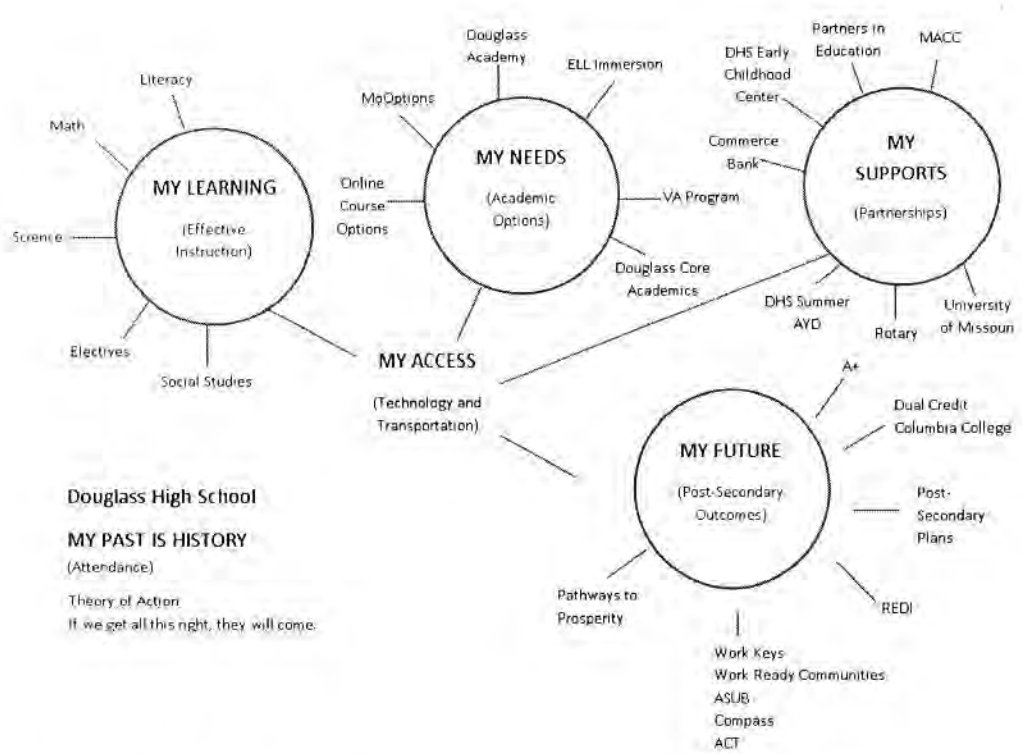
- All/Most Students Engaged
- ¾ of Students Engaged
- ½ of Students Engaged
- ¼ of Students Engaged
- Few/No Students Engaged

Percent of alignment to curricular standards

- Explicit Alignment to Curricular Standards
- General Alignment to Curricular Standards
- Little/No Alignment to Curricular Standards

Percent of rigor/relevance based on Daggett Framework:

- Acquisition (Low Rigor, Low Relevance)
- Application (Low Rigor, High Relevance)
- Assimilation (High Rigor, Low Relevance)
- Adaptation (High Rigor, High Relevance)
- Instruction Not Observed



VII A (1) 2b. Plan details that explain how the LEA/District will implement the required and selected permissible activities of the selected intervention(s).

<u>Written Plan For Douglass High School Turnaround Intervention Model</u>

The Douglass High School turnaround plan includes five components:

MY FUTURE (Successful Post-Secondary Outcomes)

MY LEARNING (Effective Instruction)

MY NEEDS (Academic Options)

MY SUPPORTS (Partnerships)

MY ACCESS (Technology and Transportation)

Douglass High School's designation as Columbia Public School's alternative high school creates a space for students who do not thrive within the traditional

comprehensive setting. As our students have demonstrated that they exhibit many of the characteristics of students most at-risk for dropping out of school, DHS faculty believe that a comprehensive model is needed to assist our students in successfully transitioning to a viable post-secondary option. The Douglass High School Turnaround Model recognized the need for a comprehensive intervention model. The plan recognizes that each student has a history, "My Past". Each student is interviewed and student needs are assessed and issues with academics are discussed. In 2014-2015, we will add a series of academic assessments so that teachers can have more information about students prior to them beginning class. During the interview, we also identify other needs that students may have such as childcare, mental health, housing, etc. and we ask them what they think they want to do once they graduate.

To reconnect students we focus them on post-secondary outcomes, "My Future". Our students need to envision their K-12 experience as a necessary piece in securing their future. The entire DHS staff works to refocus each DHS student on their plans for the future. This year 42% of all of graduates had been accepted and completed FAFSA forms to enroll in a 2 or 4 year institution this fall. Fifty-eight percent of graduates pursue other post-secondary opportunities such as full-time or part-time employment, military, or Job Corps. Through implementation of this grant, we will get more systemic with our efforts this fall. This grant will provide faculty with even more tools to help prepare our graduates for career and college readiness. Career 101 will provide students with a curriculum that promotes job skills and the Work Keys Certificate will provide future employers with evidence that our students are ready to work. ACT, Compass, and ASVAB prep materials will help provide students with the support they need as they

move to 2 and 4 year institutions. DHS will provide an early college program in the spring of 2014. In year two of our grant, we will increase the number of students with early college experiences as defined by MSIP 5. We will also build partnerships to enhance Boone County's ability to be designated a Work Ready Community. This will create a pipeline for employment opportunities for our students in the near future.

"My Learning" focuses on making sure that ALL DHS students get a rigorous curriculum that supports whatever post-secondary option they choose. Currently, DHS faculty offer students small classes that provide tier 1, 2, and 3 interventions within their classroom context. This grant will help enhance our teachers' ability to better connect with students in two ways. All teachers will have time to learn about and create curriculum that focuses on non-fiction reading and writing with deep comprehension work across content areas. This is an excellent preparation for the Next Generation Assessments. All teachers will also have an opportunity to create classes that offer blended instruction. Teachers will receive professional development about website development, technology integration, and using mobile devices for education. DHS students will in turn be able to access course information and assignments from anywhere in the world.

"My Needs" outlines the multiple pathways to graduation that DHS offers. The Douglass Core Academics program offers students a 15:1 student teacher ratio with interventions in the classroom. This grant will enhance these courses by allowing teachers to offer their instruction via blended instruction. The VA Program is our 10:1 student teacher ratio that offers students the opportunity to work part time and take courses via online instruction. Our ELL program is for students ages 17 and above who

need a career focused option. Career 101 and Work Keys software will enhance their post-secondary options. Our new ELL Newcomers center will provide another option for students ages 14-16, who are new to the country. This program will identify and support students who are also at risk for dropping out and allow them to receive support services in one environment. Our MO Option program provides students ages 17 and up with an opportunity to graduate with their cohort class. The Career 101 and Work Keys software will be critical in enhancing our students' post-secondary marketability. Douglass Academy currently focuses on students that are 17 and older with IEPs that need to graduate from high school and do not or cannot attend school during traditional hours. Currently, students in this program work with a learning specialist to complete IEP goals necessary to make students career ready. In addition to any academic goals, the program coordinator works with other agencies (Vocational Rehabilitation, Services for Independent Living, etc.) to help support continued growth and self-sufficiency. This grant will allow DHS to also work with students without IEPs that may be 18 and up but cannot attend during the current school hours. Finally, this grant will allow an opportunity to expand online course options to students who are not currently being served with our academic programs. In short, we want to enhance and expand the course options available to students most at-risk for dropping out of high school.

"My Supports" represent the numerous partnerships that enhance the educational opportunities available to DHS students. The DHS Early Childhood Center provides free childcare for students whose children need care. Our Parents in Education: the Columbia Tribune, The District, JobPoint, C.A.R.E., Harry S. Truman Veterans Memorial Hospital, and Schnucks, have provided our students with countless hours of career awareness and

job skills training and employment opportunities. At last count over 60 of our students received employment last year because of our Partners in Education. Commerce Bank is piloting a program this fall focusing on financial literacy. Rotary International has provided our students with countless hours of mentoring and career awareness information. This will continue this fall. MU provided our students with college readiness information and Columbia College has provided our staff with volunteers and free graduate classes. This grant will allow DHS to hire an Internship/Community supervisor to coordinate all post-secondary preparatory experiences. This position will systematize all processes and curriculum that support the internship preparation, participation and rotation process. Columbia Metro Rotary will offer the process as a model to other Rotarian chapters internationally for a fee that will in turn pay for this position after the three years of this grant. The supervisor will coordinate efforts to provide incoming freshmen with an Academic Preparation program and Agile Minds Academic Youth Development (AYD) summer program to further enhance their academic capacities.

Finally, technology and transportation represent two areas that facilitate the "My Access" our students need to successfully transition to career and college ready graduates. It is estimated by the DHS counselor and assistant principal that approximately 25% of DHS students experienced homelessness at some time during the 2012-2013 school year. This number is tough to confirm as throughout the year, our students simply moved in with other students or their families consolidated with other family members in addition to sleeping in cars, hotels, or other temporary situations. Furthermore, if you are a resident of Columbia, MO and do not have access to

a car, public transportation is limited to a restricted number of routes that must be complete prior to 7 p.m. Technology offers courses that become available 24 hours a day and transportation provided by the school eliminates the barrier presented by our limited public transportation system to physical access to our building.

In alignment with the needs analysis, this plan is designed to ensure ALL Douglass students have a safe environment to gain an education where students can graduate and be college and career ready. Strategies identified will be implemented with fidelity and monitored and evaluated to determine their effectiveness, and to increase the graduation rate to 72% by 2015-2016 with no less than 60% for three consecutive years. This plan symbolizes the commitment of the Douglass High School staff to ensure all students graduate from high school as a critical pre-requisite for college and career readiness. With this charge inherent most recently in MSIP 5, staff must acquire the knowledge and skills to differentiate environments and programs to meet the ever-changing needs of a diverse student population.

The Douglass High School plan for turnaround was written in collaboration with multiple stakeholders. On April 11, 2013, DESE Area Supervisor and DESE Coordinator of School Improvement, met with Columbia Public Schools Chief Academic Officer and the Assistant Superintendent of Secondary Education. The purpose of the meeting was to outline required components to be included in the Douglass Priority School Plan. The team recommended the turnaround intervention model be selected for the Douglass SIG/Priority Plan because the principal and more than 50% of the staff had been replaced within the last two years as a purposeful strategy for school improvement. A SIG planning session was conducted on May 24, 2013 with the Director of Alternative

Education, the Douglass literacy specialist, the Superintendent, Chief Academic Officer, Director of School Improvement, Assistant Superintendent of Secondary Education, District English Language Arts/Social Studies Coordinator, District Mathematics Coordinator, and District Science Coordinator. In addition, the Douglass staff met at a two-day retreat held on May 28 and May 30. Strengths and opportunities for improvement for the turnaround intervention model were reviewed with staff based on data. Douglass staff demonstrated their commitment to SIG priorities being proposed in the grant application with 100% of staff voting to support the priorities outlined. This detailed plan includes goals, measurable objectives, and strategies for the Douglass turnaround model. Columbia Public Schools has the capacity to use school improvement grant funds to provide adequate resources and related support to Douglass High School, a Priority School, in order to implement, fully and effectively, the required activities of the turnaround model. A description of the plan follows:

Overarching Goal of the Douglass High School Priority Schools Plan

Overarching Goal: The Douglass High School graduation rate will maintain a minimum graduation rate of 60% by 2013-2014, with increases of 4% each year. All goals, objectives, and strategies described below are aligned to the Focus Schools' Core Elements for Student Achievement and provide the detail to the Douglass High Schools Priority Schools Plan. (Beginning May 2014)

Goal 1: Leadership

An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students.

Objective 1: The building will utilize the Washington University Executive Leadership Certificate program to improve knowledge and skill related to business, industry, and education as evidenced by enrollment and attendance of sessions by the Director of Alternative Education. The director will have 100% participation in the program and 100% completion of assignments. (Timeline: Year 1- Beginning November 2013)

Strategy:

1. Director will attend the Washington University Executive Leadership Certificate program during the 2013-2014 school year. (Timeline: Year 1- Ongoing throughout 2013-2014)
2. Director of Alternative Education will share with teachers and community knowledge learned from the Washington University Executive Leadership program the skills students need to be successful in business, industry, and education. (Timeline: Years 1-3 – Beginning December 2013)

MSIP 5 states that the district will provide adequate post- secondary preparation for all students. Too often PK-12 educators make decisions without consulting colleges or employers to make sure we offer options that align with their needs. The Washington University Executive Leadership Certificate fulfills a twofold purpose. The program will provide the Director of Alternative Education with new knowledge and skills to improve leadership practice while also, providing an opportunity to network with leaders of industry and higher education about the future of opportunities for high school graduates. The topics addressed will be an excellent complement to ideas addressed in NISL and PLC sessions that have been attended. Topics include:

Leading through Influence

NEW PAGE

DAY 1: POWER AND POLITICS

- The influence framework
- Analyzing tendencies: self-assessment
- Networks and power bases

DAY 2: THE SCIENCE OF INFLUENCE

- Influence tactics
- Managing power gaps
- Managing up

Leading Teams for High Performance

DAY 1: FOUNDATIONS OF TEAM LEADERSHIP

- Productivity drivers
- Understanding team development
- Facilitating effective team interactions

DAY 2: SUSTAINING HIGH PERFORMANCE

- Five dysfunctions of a team
- Conflict management
- Facilitating difficult conversations

Leading and Managing Change

DAY 1: CONTEXT AND COMPETENCIES

- Context and drivers for change
- Change style preferences
- The competency perspective

DAY 2: LEADING ORGANIZATIONAL CHANGE

- Change simulation: Interactive exercise
- Applications and action plans

Goal 2: Collaborative Culture

Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

Objective 1: Provide all teachers with time for professional development, curriculum writing and student support that is responsive to individual student needs as identified through a variety of student performance measures, i.e., formative, interim and summative assessments. (Timeline: Years 1-3 – Beginning August 2013)

Strategy:

1. Provide ongoing professional development on student data analysis, technology integration, website development, and nonfiction reading and writing across all content areas. (Timeline: Years 1-3 – Beginning August 2013)

Our current staff includes three state recognized "Teachers of the Year", a media specialist with technology proficiency and an English teacher who is a former Literacy Specialist that has trained around the country with some of the top names in literacy education. In short, faculty have the intellectual capacity to design professional development and implement curriculum and assessment changes that will make all DHS graduates career and college ready and design curricular units. These curriculum changes will be used to supplement our core curriculum. We will use our Media Center Technology Specialist to design professional development and provide onsite support. Additional technology support will help make sure that hardware and software issues do

not sideline academic efforts. The Literacy Design Collaborative is a support framework that NISL endorsed as a research based practice that will provide schools with the writing and reading curriculum frameworks needed to produce career and college ready graduates. DHS will join the Collaborative and the DHS Literacy Specialist and District English Language Arts Coordinator will help to educate faculty with integration across content areas. This professional development model is unique to DHS and supplements other offerings provided by Columbia Public School district.

Objective 2: By 2015, and in consultation with teachers and/or administrators, 100% of Douglass High School students will identify individual transition plans for successful post-secondary career and college readiness. (Timeline: Year 1 – Beginning August 2013)

Strategies:

1. Hire an Internship/Community Supervisor to coordinate the Douglass Rotarian Mentor Project, establish the Douglass High School Community Advisory Board, the University of Missouri Building Exceptional Strivers Douglass Program (BESD), to continue to work with other community agencies who want to partner with Douglass students. (Timeline: Year 1 – Beginning August 2013)
2. Establish a partnership between Douglass High School and Byndom, Stanton and Associates to identify and contact Columbia businesses in providing future internships, temporary employment, or permanent, entry-level employment to Douglass high school seniors and/or recent graduates. (Timeline: Year 1 – July – October 2013)

3. Establish articulation agreements with Moberly Area Community College and Columbia College by 2015. (Timeline: Year 2 - Begin work August 2013)

The "My Supports" portion of the DHS Intervention Theory of Action outlines the numerous partnerships that need to be grown to support the career and college readiness efforts on behalf of DHS students. The Internship/Community supervisor will coordinate guest speakers, help with curriculum writing, build internship opportunities, and keep all documentation regarding programming and post-secondary transition plans.

By November 2013, the partnership with Byndom, Stanton and Associates will provide DHS with a community needs assessment regarding IT jobs in Columbia MO. We selected IT because it represents one of the fastest growing career strands available. Also, Byndom, Stanton and Associates approached DHS AFTER completing an informal assessment of local businesses. Hence, it seemed like a natural fit for this work.

The needs assessment will be reflected in a report containing:

(a) A review of each business contacted;

(b) The business's ability and desire to provide future IT internships, temporary employment, and/or entry-level employment;

(c) The skills each business wishes to see in IT interns and new hires;

(d) A plan to assist District personnel in creating a curriculum for District high school seniors/recent graduates, to be taught at Douglass High School, to learn the skills identified in the Columbia business community;

(e) A preliminary marketing plan to engage youth.

Goal 3: Curriculum and Assessment

Curriculum and assessments are comprehensive and aligned with core academic standards.

Objective 1: By 2014-2015, 0% of DHS students will score Below Basic on state achievement exams in Mathematics and English Language Arts. (Timeline: Year 2 – 2014 and 2015)

Strategy:

1. Implement knowledge and skills learned from professional development on data analysis, technology integration, website development, and nonfiction reading and writing across all content areas. (Timeline: Year 1 – Beginning August 2013)
2. Create "turn around" instructional units to be rigorous and relevant. (Timeline: Year 1 – Beginning August 2013)

Objective 2: 42.5% of students will be proficient/advanced on the EOC Algebra I assessment and 51.5% of students will be proficient/advanced on the EOC English 2 assessment by 2015-2016. (Timeline: Year 3 – Beginning, August 2015)

1. Implement knowledge and skills learned from professional development on data analysis, technology integration, website development, and nonfiction reading and writing across all content areas. (Timeline: Year 1- August 2013-May 2014)
2. Create "turn around" instructional units to be rigorous and relevant. (Timeline: Year 1- August 2013-May 2014)
3. Provide online learning course options through APEX, Aventa, and Edmentum to support students having issues attending Douglass. CPS

curriculum coordinators and CPS department chairs reviewed these online course options and determined they were aligned with the Common Core Standards. (Timeline: Year 1 – Beginning September 2013)

4. Provide summer school and an after school academic program to support the learning needs of students. These programs would be in addition to existing programs. (Timeline: Year 1 – Beginning June 2013)

Next Generation Assessments require that students have content area and technological competence. This assessment will be administered completely online and will require that students analyze, synthesize, and evaluate information in a digital format. Students have to use computers for information consumption and document creation. To promote success, students must have multiple opportunities to practice technology usage across curriculum areas. In addition to this, students must have a rigorous curriculum that they can access consistently in spite of their life circumstances. Providing our teachers with professional development on technology integration, website development and non-fiction reading and writing across all content areas will support all of our students scoring at least "Basic" on state achievement exams in Mathematics and English/Language Arts. Teachers will spend at least one hour a week updating their respective websites featuring their "turn around" instructional units. In addition, teachers will be devoting time each week to provide direct support of students in their advisory. The DHS after school program will provide students the opportunity to receive additional instruction utilizing blended instruction with access to technology and transportation home from school. Students will also have the advantage of receiving increased instructional time through summer school support beginning in summer 2013.

DHS Students will also have the option of credit recovery or credit completion via new courses available to them through APEX, Aventa, and Edmentum. This grant will provide 15 seats unique to DHS students to support this educational option. APEX also provides teachers that students can access if they have questions about coursework. This option may better suit some students who need online options.

Teachers will also have time to apply new knowledge regarding data analysis when examining student results on district interim assessments. Teachers will have time to analyze multiple data points regarding students in their classes and students in their advisories. Data sources include but are not limited to the following: District Interim Assessment, Attendance Data, F Data (the number of courses students have failed), standardized testing data, etc.

Objective 3: 60% of all Douglass High School Students will graduate career and college ready as measured by ACT, Compass, ASVAB, or ACT Work Key Skills Assessment. (Timeline: Year 3 – 2014)

Strategies:

1. 100% of students will have an account with the Missouri Connections program beginning their high school career at Douglass to access information about the six career paths. (Timeline: Year 1 – August 2013-May 2014)
2. 80% of Douglass High School Juniors and Seniors will complete a Career 101 curriculum. (Timeline: Year 1 – August 2013 – May 2014)
3. 80% of Douglass students will graduate with at least a Gold certificate on the ACT Work Keys Skills Assessment. (Timeline: Year 2 – August 2013 – May 2014)

4. Provide test prep support to all students for Compass, ACT, and ASVAB. (Timeline: Year 1 – August 2013 – May 2014)
5. Provide FAFSA support to students for successful completion of the FAFSA application. (Timeline: Year 1 – August 2013 – May 2014)

To support students becoming career and college ready, DHS will have information for test prep of ACT, Compass and ASVAB tests. These assessments help to determine a student's ability to enter various schools. Higher scores could mean more scholarship money, decreasing the need to repeat remedial courses, and in the case of the ASVAB the difference between a career that emphasizes carrying a gun versus a career in health related professions or some other less dangerous field of study. Test prep will be integrated in the Advisory curriculum at least one a week.

The Career 101 Curriculum will provide information about career readiness. This curriculum will provide students information needed to successfully complete the Work Keys Assessment. After completion, students will have information about Applied Mathematics, Locating Information, and Reading for Information. This curriculum will be used in the Advisory classroom no less than two times per week, until students have successfully completed the Work Keys Assessment.

Goal 4: Effective Instruction

Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

Objective 1: 100% of teachers will use blended instruction to support communication, feedback, and engagement for students as measured by walkthrough data. (Timeline: Year 2 – Beginning October 2013)

Strategies:

1. Provide every teacher with 5 supplemental professional development days and 4 hours per week of professional development/curriculum development to "turn around" their instructional units that offer blended instruction for students. (Timeline: Year 1 – Beginning August 2013)
2. Adopt and implement the Literacy Design Collaborative (free resource) as a framework for building college-and-career-ready literacy skills. (Timeline: Year 1 – August 2013-May 2014)
3. Provide math teachers with Agile Mind training and support. (Timeline: Year 1 – July 2013)
4. Provide professional development on Biology Modeling for Douglass science teachers. (Timeline: Year 1 – June 2014)

Next Generation Assessments require that students have content area and technological competence. This assessment will be administered completely online and will require that students analyze, synthesize, and evaluate information in a digital format. Students have to use computers for information consumption and document creation. To promote success, students must have multiple opportunities to practice technology usage across curriculum areas. In addition to this, students must have a rigorous curriculum that they can access consistently in spite of their life circumstances. Providing our teachers with professional development on technology integration, website

development and non-fiction reading and writing across all content areas will support all of our students scoring at least "Basic" on state achievement exams in Mathematics and English/Language Arts. Teachers will spend at least one hour a week updating their respective websites featuring their "turn around" instructional units and contacting families of students in their advisory to ensure that our students access to relevant academic information. This time will also provide teachers with time to work with onsite literacy and technology specialist to refine units. Throughout the year the DHS Priority stipend will allow teachers to participate in professional development, curriculum development, and direct student support activities.

DHS mathematics and science teachers will receive professional development on pedagogy. Agile Minds Training will be attended by mathematics teachers in the summer of 2013. This training is grounded in the Charles A. Dana Center's years of research and experience nurturing high achievement in mathematics and science. Science teachers will receive training on Biology Modeling, a well-defined pedagogical framework (Modeling Theory).

Objective 2: Establish a Douglass High School ELL Newcomer Immersion Center to serve newly arrived, immigrant high school English language learners (ELLs).

(Timeline: Year 1 – Beginning July 2013)

Strategies:

1. Hire an ELL teacher and instructional assistant to serve newly arrived high school ELL students in a specialized academic environment, with the goal of continuing their educational support at Douglass High School after they exit the program. (Timeline: Year 1 – August 2013-May 2014)

2. Provide high-quality materials and resources to support the specialized academic needs of ELL immersion students. (Timeline: Year 1- July 2013)
3. Establish and implement a Douglass High School ELL Newcomer Immersion Center to meet the academic and transitional needs of newly arrived ELL students. (Timeline: Year 1 – Beginning July 2013)

According to the National Dropout Prevention Center/Network Early Identification of students most at risk for dropping out is key for dropout prevention the students who are most likely to dropout. A number of other factors also influence dropout rates. Among them, transfer students, children who were born outside of the U.S., students living in single parent families, ESL students and children whose siblings and/or parents have dropped out of school are all at a greater risk of dropping out themselves. (Jerald, 2006).

The ELL Newcomer Immersion Center will create a place for students who have at least two factors (ELL and born outside of the U.S.) a place that offers wraparound services especially purposed to helping them become college and career ready.

The center will work with the ELL Coordinator to identify students in the summer of 2013. The classroom supplies and materials will be purchased this summer. The classroom will be ready to offer rigorous instruction to some of Columbia, Missouri's most educationally fragile by August, 2013.

Objective 3: All rising ninth graders identified to attend Douglass High School will participate in a summer youth academy beginning in June 2014. (Timeline: Year 2)

Strategies:

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1. Implement an early identification system to monitor student progress toward graduation. (Timeline: Year 2 – Beginning January 2014)
2. Train two summer school teachers on the Academic Youth Development (AYD) curriculum to shape students' academic identities, enhance their engagement in learning, and transform their achievement at Douglass High School. (Timeline: Year 1 – Spring 2014)
3. Implement Academic Youth Development (AYD) as the curriculum to be used in the summer youth academy. (Timeline: Year 2 – June or July 2014)

In line with the need for early identification, struggling eighth graders will be identified for Douglass High School beginning in April, 2014. Students will be interviewed and a cohort will be selected for attendance in May, 2014. Students will be enrolled in an Early DHS Immersion experience that will feature curriculum from Agile Minds Academic Youth Development work and Technology Integration 101. Students will receive 1.0 elective credit.

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Alignment to Needs Analysis and MO Focus Goals, Progress Measures, & Timeline

Key Findings of the Needs Analysis	Objectives and Strategies of the Turnaround Plan	Missouri Focus Goal Alignment				Implementation Timeline		
		1	2	3	4	YR1	YR2	YR3
Since 2009, the graduation rate at Douglass has been below 60% and is the reason for Douglass being identified as a Priority School by DESE. Forty-five students dropped out of Douglass in 2012-13.	**Objectives: Competitive Priorities 1,2,4**							
	• By 2014-2015, 0% of DHS students will score Below Basic on state achievement exams in Mathematics and English Language Arts.	X	X	X	X	X		X
	• 42.5% of students will be proficient/advanced on the EOC Algebra I assessment and 51.5% of students will be proficient/advanced on the EOC English 2 assessment by 2015-2016.	X	X	X	X			X
	• 80% of all Douglass High School students will graduate career and college ready as measured by ACT, Compass, ASVAB, or ACT Work Keys skills Assessment by 2015.	X	X	X	X			X
	• By 2015, and in consultation with teachers and/or administrators, 100% of Douglass High School students will identify individual transition plans for successful post-secondary career and college readiness.	X	X	X	X			
	• 100% of teachers will use blended instruction to support communication, feedback, and engagement for students.	X	X	X	X		X	
	• By 2013-14, establish a Douglass High School ELL Newcomer Immersion Center to serve newly arrived, immigrant high school English language learners (ELLs).	X	X	X	X	X	X	X
	Strategies: Competitive Priorities 4, 5, 6							
	1. Implement an early identification system to monitor student progress toward graduation.	X	X				X	X
	2.Implement knowledge and skills learned from professional development on data analysis, technology integration, website development, and nonfiction reading and writing across all content areas.		X		X	X	X	X
	3.Create "turn around" instructional units to be rigorous and relevant.	X	X	X	X	X	X	X
	4.100% of students will have an account with the Missouri Connections program beginning their high school career at Douglass to access information about the six career paths.	X	X			X	X	X

Key Findings of the Needs Analysis	Objectives and Strategies of the Turnaround Plan	Missouri Focus Goal Alignment				Implementation Timeline		
		1	2	3	4	YR1	YR2	YR3
Since 2009, the graduation rate at Douglass has been below 60% and is the reason for Douglass being identified as a Priority School by DESE. Forty-seven students dropped out of Douglass in 2012-13.	5.80% of Douglass High School Juniors and Seniors will complete a Career 101 curriculum.	X	X		X	X	X	X
	6. 80% of Douglass students will graduate with at least a Gold certificate on the ACT Work Keys Skills Assessment.	X	X	X	X	X	X	X
	7. Provide test prep support to all students for Compass, ACT, and ASVAB.	X	X	X	X	X	X	X
	8.Provide FAFSA support to students for successful completion of the FAFSA application.	X	X			X	X	X
	9. Hire an ELL teacher and instructional assistant to serve newly arrived high school ELL students in a specialized academic environment, with the goal of continuing their educational support at Douglass High School after they exit the program.	X	X	X		X	X	X
	10. Provide high-quality materials and resources to support the specialized academic needs of ELL immersion students.	X				X	X	X
	11. Establish and implement a Douglass High School ELL Newcomer Immersion Center to meet the academic and transitional needs of newly arrived ELL students.	X				X	X	X
	12. Provide summer school and an after school program to support academic needs of students and increase instructional time.	X	X	X	X	X	X	X
Student performance across all measures is low because students are missing instructional time due to lack of attendance. Attendance percentages for the past four years using the MSIP 4 Attendance Standard as noted on the School Accountability Report include: 76.8% in 2010, 71.9% in 2011, and 72.3% in 2012. Under the MSIP 5 Attendance standard, 36.21% of Douglass students attended school 90% of the time in 2012-13 with 24% of females attending 90% of the time and 49% of males attending 90% of the time.	**Objectives: Competitive Priorities 4,5,6** • All rising ninth graders identified to attend Douglass High School will participate in a summer youth academy beginning in June 2014.	X	X	X	X	X	X	X
	Strategies: Competitive Priorities 4,5,6 1.Hire an Internship/Community Supervisor to coordinate the Douglass Rotarian Mentor Project, establish the Douglass High School Community Advisory Board, the University of Missouri Building Exceptional Strivers Douglass Program (BESD), to continue to work with other community agencies who want to partner with Douglass students. DHS students need mentors that can give first hand advice regarding the benefits of higher ed.	X	X			X	X	X
	2. Establish a partnership between Douglass High School and Byndom, Stanton and Associates to identify and contact Columbia businesses in providing future internships,	X	X			X		

Key Findings of the Needs Analysis	Objectives and Strategies of the Turnaround Plan	Missouri Focus Goal Alignment				Implementation Timeline		
		1	2	3	4	YR1	YR2	YR3
	temporary employment, or permanent, entry-level employment to Douglass high school seniors and/or recent graduates. Post-secondary employment reinforces the need for a high school graduation.	X	X	X	X	X	X	X
	3. Provide online learning course options through APEX, Aventa, and Edmentum to support students having issues attending Douglass.		X			X	X	
	4. Implement Academic Youth Development as the curriculum to be used in the 9th grade summer youth academy.							
While Douglass teachers and administrators are committed 100% to increasing the graduation rate and making sure graduates are college and career ready, support is needed in guiding teachers and administrators as they grow professionally and implementing strategies learned from professional development.	**Objectives: Competitive Priorities 3,5, 6**							
	• The building will utilize the Washington University Executive Leadership Certificate program to improve knowledge and skill related to business, industry, and education as evidenced by enrollment and attendance of sessions by the Director of Alternative Education.	X	X			X	X	X
	• Provide all teachers with time for professional development and curriculum writing that is responsive to individual student needs as identified through a variety of student performance measures, i.e., formative, interim summative assessments	X	X			X	X	X
	Strategies: Competitive Priorities 3, 4,5,6							
	1. Director will attend the Washington University Executive Leadership Certificate program during the 2013-2014 school year.	X	X	X	X	X		
	2.Director of Alternative Education will share with teachers and community knowledge learned from the Washington University Executive Leadership program the skills students need to be successful in business, industry, and education.	X				X	X	X
	3. Provide every teacher with 5 professional development days and 4 hours per week of professional development/curriculum development to "turn around" their instructional units that offer blended instruction for students.	X	X	X	X	X	X	X
	4. Adopt and implement the Literacy Design Collaborative as a framework for building college-and-career-ready literacy skills.	X	X	X	X	X	X	X
	5. Provide math teachers with Agile Mind training and support.	X	X	X	X	X		
	6. Provide professional development on	X	X	X	X	X		

Key Findings of the Needs Analysis	Objectives and Strategies of the Turnaround Plan	Missouri Focus Goal Alignment				Implementation Timeline		
		1	2	3	4	YR1	YR2	YR3
	Biology Modeling for Douglass science teachers.							
	7. Train two summer school teachers on the AYD curriculum to shape students' academic identities, enhance their engagement in learning, and transform their achievement at Douglass High School.	X	X	X	X	X		X
	8. Provide ongoing professional development on student data analysis, technology integration, website development, nonfiction reading and writing across all content areas.	X	X	X	X	X	X	X
	9. Provide students and teachers with ongoing technology support.	X	X	X	X	X	X	X
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, and provided mental health support.	**Objectives: Competitive Priorities 4,5,6**							
	• All rising ninth graders identified to attend Douglass High School will participate in a summer youth academy beginning in June 2014.	X	X	X	X	X		X
	• By 2015, and in consultation with teachers and/or administrators, 100% of DHS students will identify individual transitions plans for successful post-secondary career and college readiness.	X	X	X	X		X	X
	Strategies: Competitive Priorities 4,5,6							
	1. Implement an early identification system to monitor student progress toward graduation.	X X	X			X	X X	X
	2.Hire an Internship/Community Supervisor to coordinate the Douglass Rotarian Mentor Project, establish the Douglass High School Community Advisory Board, the University of Missouri Building Exceptional Strivers Douglass Program (BESD), to continue to work with other community agencies who want to partner with Douglass students.							
	3. By 2015, and in consultation with teachers and/or administrators, 100% of Douglass High School students will identify individual transition plans for successful post-secondary career and college readiness.	X	X				X	X
	4. Establish a partnership between Douglass High School and Byndom, Stanton and Associates to identify and contact Columbia businesses in providing future internships,	X	X			X		

Key Findings of the Needs Analysis	Objectives and Strategies of the Turnaround Plan	Missouri Focus Goal Alignment				Implementation Timeline		
		1	2	3	4	YR1	YR2	YR3
	temporary employment, or permanent, entry-level employment to Douglass high school seniors and/or recent graduates. 5. Establish articulation agreements with Moberly Area Community College and Columbia College by 2015.	X	X				X	X

VII A (1) 2c. How the LEA/District will support the interventions and improvement activities at the central office level.

Columbia Public Schools is committed to making Douglass High School a model of success. Evidence of this commitment was demonstrated by the District's Superintendent and Board of Education when the draft DHS Priorities Plan was presented and approved on June 10, 2013 in a 7-0 vote. The plan is aligned with the needs analysis, and is designed to create sustainable researched-based practices and processes resulting in high levels of success realized by all students each year of the three year SIG grant period and beyond. To accomplish this goal over the next three years, Columbia Public Schools is committed to supporting DHS with implementation of the turnaround interventions.

The District's Comprehensive School Improvement Plan and accountability process reflects Columbia Public Schools strong commitment to improvement efforts in all schools including DHS. The District's vision is to be the best school district in the state and its mission is to provide an excellent education for all students. The District values the success of all students and student achievement is the number one priority. The Board of Education, Douglass staff and central office believe that assessment is

ongoing, systematic, and a standards-based measure of student learning. Information about student learning and development informs instruction, directs resources, and leads to improved student achievement.

Columbia Public Schools uses a score card system as a tool to monitor progress towards student, teacher, building, and district performance goals. Each level (coordinator, principal, Central Office Administrators) has a score card specific to the data and processes relevant to their school or program. When appropriate, data from assessments provides information to score cards that allow for analysis on each school's or program's progress towards district goals. The Assistant Superintendent for Secondary Education will meet monthly with the Director of Alternative Education to review progress on assessments included on the score card. The following chart provides a list of the assessments being monitored at the district level, as well as the grade levels and times of the year data are collected. Assessments highlighted in gray are tracked at the district level and results are included on score cards in all high schools including DHS.

Assessment Name	Assessed Grade Levels	Frequency of Administration
ACCESS (State ELL Test)	KD through 12th	Winter
ENGAGE SURVEY	6th and 9th	Fall
English/Language Arts Common Interim Assessment (mirrored after new SMARTER Balanced Assessment)	6th through 11th	Fall Winter Spring
End of Course (EOC) – State tests)	EOC Courses	Fall (if course completed in 1st semester) and Spring
Math Common Summative Assessment	Students in Alg 1, Geo, Alg	Winter and Spring

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	2, and Pre Calc	
Physical Fitness	5th and 9th	Spring
PLAN	10th	Fall
Science Common Summative Assessment	Students in Biology, Chemistry, and Physics	Winter and Spring
STAR Reading	1st through 12th	Fall (2-12) Winter and Spring (1-9)

The Assistant Superintendent of Secondary Education and Director of Alternative Education will continue to utilize the score card process throughout the three-year SIG grant to discuss progress made on assessments tracked at the district level. In addition, Douglass faculty is participating in the RPDC PLC Project training for three years to develop common language and practice regarding high functioning professional learning teams, curriculum, data teams and decision-making for results. During the 2013-14 school year, the RPDC PLC Project will include training on the development of formative assessments to provide teachers and students with immediate feedback on student progress. The RPDC PLC Project Coach will meet with the Director of Alternative Education and the Douglass Leadership Team on a monthly basis to provide support in implementation of PLC principles. The DESE Area Supervisor will also monitor implementation of the 3-year grant project.

Section VII.B. – Not Serving All Priority Schools

This section does not apply to Columbia Public Schools. Douglass High School is the only school identified in Columbia Public Schools as a Priority school. The District supports implementation of the turnaround model as the intervention for the Douglass High School Priority Plan.

Section VII.C – LEA/District Actions

Upon notification of the SIG award, the DHS turnaround plan will be implemented according to the timeline noted in the plan. Strategies will be monitored in collaboration with the Assistant Superintendent of Secondary Education, the Director of Alternative Education, Douglass faculty, and community partnerships with DHS. Strategy implementation will be placed on a calendar and the Director of Alternative Education will track progress and report to the Assistant Superintendent of Elementary and Secondary Education. The superintendent will ensure the required supports are provided for implementation of the turnaround plan and will strive to enhance Boone County's efforts to be designated a Work Ready Community.

Increased Instructional Time for Students

The District's Board of Education approved the DHS Priority Schools Plan on June 10, 2013 demonstrating their commitment of support for increased learning time for students. To reach underperforming students, students in need of credit recovery, and in support of students being able to meet their college and career ready goals as outlined in their post-secondary transition plans, the grant will support increased instructional time for students by offering summer school and the adding an after school program where students can access academic support of a teacher, technology resources, and transportation. In addition, DHS will offer the DHS Freshman Academic Youth Development Academy in the summer of 2014. The academy will be available to all rising ninth graders identified to attend DHS. The Academic Youth Development (AYD) curriculum will be deployed to shape students' academic identities, enhance their

engagement in learning, and ensure successful transition to their academic achievement at DHS.

DHS Access to District-wide Curriculum Aligned to Common Core State Standards

"My Learning" and "My Needs" focuses on making sure that ALL DHS students receive rigorous and relevant educational experiences to support their post-secondary options. Over a two-year period under the leadership of district-wide Curriculum Coordinators and teachers, the District's English/Language Arts and Mathematics curricula have been aligned to Common Core State Standards. Douglass teachers have access to the newly revised district curricula electronically and are positioned now to create curricular units and assessments incorporating non-fiction reading and writing focused on deep comprehension across curricular areas. District-wide Curriculum Coordinators are able to support this effort through professional development and time to meet with Douglass teachers. Grant funds will compensate teachers to design cross-curricular units to be used in classes that offer a balance of face to face instruction and online learning (blended instruction). This grant will provide teachers time to meet outside of the school day to receive professional development on online learning, website development, technology integration, and using mobile devices. As a result, DHS students will be able to receive rigorous and relevant instruction, i.e., course information and assignments anytime, anywhere through multiple pathways so ALL DHS students are college and career ready.

Evaluation and Monitoring of DHS Priority Schools Plan

The District will use an ongoing and systematic classroom walkthrough process to monitor implementation of the curriculum and rigorous and relevant classroom

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instruction at Douglass. The instrument designed for classroom observations is based on the work of Bill Daggett's Rigor/Relevance Framework from the International Center for Leadership in Education. Observational data in each core subject area in every classroom will be collected three times during each implementation year of the turnaround plan (fall, winter, and spring). All classrooms observed will involve a Curriculum Coordinator, Assistant Superintendent of Secondary Education, and the Director of Alternative Education or Assistant Principal. Observational data collected from observations done in 2012-2013 in Douglass's English Language Arts, mathematics, science, and social studies classrooms will serve as baseline data for the following school year. The goal of the monitoring process is to assess implementation levels of the District's curriculum as well as levels of student engagement designed to prepare students to be college and career ready. On a monthly basis, walkthrough data concerning the rigor and relevance of content area classes will be examined. DHS will vigorously monitor student attendance, student participation in extra-curricular activities, and student discipline data. PLCs will meet weekly to ensure that students receive timely, effective intervention and support. Progress will be monitored to ensure that interventions and supports are effective in generating better results for each student served.

The Assistant Superintendent of Secondary Education and Director of Alternative Education will continue to utilize the score card process throughout the three-year SIG grant to discuss progress made on assessments tracked at the district level and post-secondary outcomes. In addition, Douglass faculty is participating in the RPDC PLC Project training for three years to develop common language and practice regarding high functioning professional learning teams, curriculum, data teams and decision-making for

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results. During the 2013-14 school year, the RPDC PLC Project will include training on the development of formative assessments to provide teachers and students with immediate feedback on student progress. The RPDC PLC Project Coach will meet with the Director of Alternative Education and the Douglass Leadership Team on a monthly basis to provide support in implementation of PLC principles. Implementation of these principles will be assessed with an Implementation Rubric where faculty will evaluate their progress.

Sustainability

Columbia Public Schools is committed to sustained implementation of strategies in this turnaround plan beyond the school improvement grant funding period. The commitment to turn DHS around was demonstrated by the district in 2011 when the principal was replaced by the Director of Alternative Education. This was one full year prior to the announcement of the DHS priority school status. The district's commitment was further demonstrated with the 50%+ turnover in staff that took place in the summer of 2012.

Columbia Public Schools is committed to fostering and maintaining relationships with all of the external vendors listed in this grant, including but not limited to the Columbia Metro Rotary, University of Missouri, Columbia College, all Partners in Education, Byndom, Stanton and Associates, the United Way and many others. Once the programmatic infrastructures are established, the efforts to sustain them will require fewer resources.

This grant allows Douglass to build its capacity to deeply implement professional learning communities, data teams, and technology integration. Such structures will become institutionalized and ingrained in the culture of DHS. Educators will have the necessary 21st tools and processes in their hands to continually monitor the progress of students in meeting their post-secondary goals. Moreover, while rigorous and relevant turnaround instructional units inclusive of non-fiction reading and writing will be created during the first three years of the project, teachers will continue to tweak these units to meet individual student needs. Course websites with instructional resources for students will be continually accessible and maintained by teachers and the media specialist for years to come. The implementation of blended instruction (face to face and online) will increase attendance at DHS; thus, increased funding will sustain the implementation of strategies identified in this grant for many years. Most importantly, DHS will have the tools needed to continually improve educational opportunities for ALL students to be college and career ready in our globalized society.

Section VII. D. – Timeline and Section VII E Annual Goals

An implementation timeline and annual goals are provided in **Section VII A (1) 2b.** – Douglass High School Priority Written Plan.

Section VII. E. – Annual Goals for Student Achievement

The annual goals for student achievement in English language arts, mathematics, and, the graduation rate the LEA/District has established are identified in Section VII A (1) 2b – Douglass High School Priority Written Plan

Section VII. F. – Consultation with and Involvement of Stakeholders

DHS will work in consultation with central office representatives, curriculum coordinators, faculty and other stakeholders to ensure students are college and career ready through the establishment of high functioning professional learning teams and implementation of PLC principles as a district and school initiative. This expectation at the district level is modeled through the leadership of the Assistant Superintendent of Secondary Education who involves secondary principals and curriculum coordinators in monthly meetings utilizing PLC protocols. While this expectation is modeled for coordinators and principals at the district level, schools are held accountable for implementing high functioning teams involving stakeholders in making key decisions on meeting the learning needs of students utilizing PLC principles, rigorous and relevant instruction, and assessments.

The SIG grant will enhance consultation and involvement of stakeholders through partnerships involving the Douglass Internship/Community Supervisor who will coordinate and lead the establishment of the Douglass High School Community Advisory Board, implement the Douglass Rotarian Mentor Project, and coordinate consultations with other community agencies who want to partner with Douglass students. A partnership between Douglass High School and Byndom, Stanton and Associates will help to establish collaborative efforts of businesses in the community to identify the skills needed by students to be successful in information technology careers. Byndom Stanton and Associates will contact Columbia businesses to provide future internships, temporary employment, or permanent, entry-level employment to Douglass high seniors and/or recent graduates. As a result of the many consultative efforts demonstrated in the SIG

proposal, all representative groups of stakeholders will be involved in turnaround interventions to ensure all Douglass students graduate college and career ready.