ORIGINAL NEW PAGE

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Project Dates: July 1, 2014 to June 30, 2015

DIRECTIONS

Mail the completed form postmarked or delivered by Friday, June 13, 2014 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

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

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector		07-01-2014	$ 420,100

SECTION I. - LEA AND PROGRAM CONTACT INFORMATION

APPLICATION FOR SCHOOLS SERVED WITH CADRE II YEAR THREE ☐ OR CADRE III YEAR TWO ■
(Separate application required for each cadre, check only one)

LEA NAME			COUNTY-DISTRICT CODE
Columbia Public Schools - Douglass High School			010-092 1020
NAME OF BOARD-AUTHORIZED REPRESEN TATIVE	**ADDRESS**	**CITY, STATE, ZIP**	
Ms. Linda Quinley	1818 W. Worley	Columbia, MO 65203	
E-MAIL ADDRESS		**TELEPHONE NUMBER**	**FAX NUMBER**
lquinle@columbia.k12.mo.us		573-214-3400	573-214-3401
NAME OF GRANT CONTACT	**ADDRESS**	**CITY, STATE, ZIP**	
Dr. Dana Clippard	1818 W. Worley	Columbia, MO	
E-MAIL ADDRESS		**TELEPHONE NUMBER**	**FAX NUMBER**
dclippar@columbia.k12.mo.us		573-214-3400	573-214-3401
NAME OF LEA TURNAROUND OFFICER (if known)	**ADDRESS**	**CITY, STATE, ZIP**	
Dr. Eryca Neville	573-214-3680	Columbia, MO 65203	
E-MAIL ADDRESS		**TELEPHONE NUMBER**	**FAX NUMBER**
eneville@columbia.k12.mo.us		573-214-3680	573-214-3681

SECTION II. - ASSURANCES

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

The LEA/District must assure that it will—

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

SECTION III. - WAIVERS

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

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

☐ Extending the period of availability of school improvement funds.

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

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

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

LEA approval for the Department to provide direct services:

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
[signature]	4/5/14
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE

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SECTION IV - LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA

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

GRANT YEAR 2014-15 SIG & WAIVER FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG & Waiver*				11,544				11,544
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	52,339		21,616	8,000	28,401			110,356
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*		84,469	27,682					112,151
2200 Professional Development *1003(g) SIG & Waiver*	96,390	17,010	36,385	19,875				169,660
2600 Planning and Evaluation *1003(g) SIG & Waiver*	1,500		487					1,987
3000 Community Services *1003(g) SIG & Waiver*								0
Program Costs Subtotal *1003(g) SIG & Waiver*	150,229	101,479	86,170	39,419	28,401	0		405,698
Indirect Costs								14,402
Administrative Costs *1003(g) SIG & Waiver*								0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG & Waiver*	150,229	101,479	86,170	39,419	28,401	0		420,100

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	.5	1.0				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			1.0			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	0.5	1	1	0	0	0

SECTION V. - SCHOOLS TO BE SERVED

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

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

Notes:

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

NEW PAGE

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Columbia Public School - Douglass High School	010-092-1020

Budget Codes	Related Strategies and Activities
1100 Instruction	1. Support provided to Douglass High School through district funding.
1100 Instruction *1003(g) SIG & Waiver*	1 .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.
2100 Non-Instructional Support Services	1. Support provided to Douglass High School through district funding.
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
2200 Professional Development	Professional development provided by the school district.
2200 Professional Development *1003(g) SIG & Waiver*	1. Provide every tchr. with 210 hours 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
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	1. Pay lead teacher as data analyst to support Douglass teachers.
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	
Administrative Costs	
Administrative Costs *1003(g) SIG & Waiver*	

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

(COPY AS NEEDED)

Use this template to enter required school and LEA budget totals to be submitted with the LEA SIG Application. Complete a budget for the LEA and each school for Cadre II year three and/or Cadre III year two.

LEA/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Columbia Public Schools - Douglass High School	010-093 1020

Grant Year 2014-15	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	730,983	915	205,002		43,190	0		980,090
1100 Instruction *1003(g) SIG/Waiver*				11,544				11,544
1200 Supplemental Instruction (Title I)	51,096		18,572					69,668
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	52,339		21,616	8,000	28,401			110,356
2100 Non-Instructional Support Services	99,522	60,079	47,511	620	400			208,132
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*		84,469	27,682					112,151
2200 Professional Development	40,465	0	13,526	7,488	2,453			63,932
2200 Professional Development *1003(g) SIG/Waiver*	96,390	17,010	36,385	19,875				169,660
2600 Planning and Evaluation								0
2600 Planning and Evaluation *1003(g) SIG/Waiver*	1,500		487					1,987
3000 Community Services								0
3000 Community Services *1003(g) SIG/Waiver*								0
Administrative Costs								0
Administrative Costs *1003(g) SIG/Waiver*								0
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	922,066	60,994	284,611	8,108	46,043	0		1,321,822
***1003(g) SIG/Waiver* Subtotal**	150,229	101,479	86,170	39,419	28,401	0		405,698
Grand Total	1,072,295	162,473	370,781	47,527	74,444	0		1,727,520

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

LEA/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Columbia Public Schools - Douglass High School	010-093 1020

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
ELL Immersion Center Instructional Aide $11.53 x 8 x 187=$17,249	$17,249
Douglass Priority School Stipend for PD 210 hours x 17 teachers x $27 per hour = $96,390 (175 hours per teacher within school year calendar+35 hours per tcr. outside school yr) $5670 per tch.	$96,390
After School Teacher for Tutoring - .5 FTE	$23,750
Data Team Stipend for Teacher $1500	$1500
Douglass High School Prep Academy $3,780x3=$11,340	$11,340
6100 Subtotal	$ 150,229
6150: Non-certificated Salaries	
Douglass Priority School Stipend for 3 non-certificated Teacher $5670x3 = $17,010	$17,010
Tech Support - 260 days x $21.26 per hr. x 8 hrs. per day	$44,221
Office Personnel-Extend work calendar to add 44 addl. days for Agile Minds Summer 44 days x 8 hrs. day x $14.55 = $5,207	$5,207
Internship Community Supervisor (.02% increase - was $34,353	$35,041
6150 Subtotal	$ 101,479
6200: Employee Benefits *(optional categories)*	
FICA	$86,170.
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	$ 86,170
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
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, $5000, Career 101 onsite training & indicators, $8,375	$19,875
6300 Subtotal	$ 39,419
6400: Materials/Supplies	
Engineering materials, $21,401, The Engineering materials will support students who have an interest in furthering their career in the Engineering field. Students will engage in direct and hands on instruction on the use and the materials and how they relate to possible future careers. Student Test Prep materials, $2,000, Immersion Center $5,000,	$28,401
6400 Subtotal	$ 28,401
6100-6400 Subtotal	$ 405,698
Indirect Cost Optional (Restricted Rate: ____% X Subtotal) .0355 per pg3	$ 14,402
6500: Capital Outlay	
6500 Subtotal	$
TOTAL	$ ~~405,698~~ 420,100

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

LEA/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
6100 Subtotal	$
6150: Non-certificated Salaries	
6150 Subtotal	$
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	$
6300: Purchased Services	
6300 Subtotal	$
6400: Materials/Supplies	
6400 Subtotal	$
6100-6400 Subtotal	$ 0
Indirect Cost Optional (Restricted Rate: 3.55% X Subtotal)	$
6500: Capital Outlay	
6500 Subtotal	$
TOTAL	$ 0

SECTION VII. – NARRATIVE

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

SECTION VII.A. – DISCUSSION OF THE PRIOR GRANT YEAR

Describe progress made toward each objective approved in the 2013-2014 application.

1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;
2) Provide a summary of measurable data explaining progress toward meeting professional development objectives; and
3) Describe the challenges and accomplishments in meeting your objectives in 2013-2014.

SECTION VII.B. – 2014-2015 GRANT YEAR TIMELINE

Describe the 2014-2015 grant year timeline for implementing the planned activities for the selected interventions in each Priority school the LEA commits to serve. All planned activities were included in the original plan submitted with your first application.

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

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2014-2015

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

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or LEA levels in SIG served buildings for **Cadre II year three or Cadre III year two**.

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

An LEA implementing a transformation model must:

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

Describe how the LEA and building is implementing a system of reward for staff that are raising student achievement and remediation and consequences for staff that are not raising student achievement during the 2014-2015 school year.

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

An LEA implementing a transformation and/or turnaround model must:

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

Describe how the LEA and building is increasing learning time in your SIG schools? Specifically address how learning time will be increased from the 2013-2014 school year.

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

An LEA implementing a transformation model must:

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

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

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

Describe the process that the LEA is using to implement a new teacher/principal evaluation system that incorporates student achievement as a major component.

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

An LEA implementing a transformation model must:

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

Describe the process that the LEA is using to engage families and the community.

Year Two SIG Application Narrative

Section VII.A. Discussion of the Prior Grant Year

Describe progress made toward each objective approved in the 2013-2014 application.

Graduation Rate

In 2013, we reported that the graduation rate for Douglass High School was 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. According to the data reported in the 2013 School Report Card, the four year graduation rate for Douglass High School was 43.42%. This rate is similar to the 2012 graduation rate of 43.7%.

The school has worked diligently during the 2013-2014 school year to increase the number of students graduating from the school. In 2013 there were a total of 72 graduates. In May of 2014, the school had a total of 92 graduates. Douglass High School accounted for 7.6% of all graduates in Columbia Public Schools. This positive change of 20 graduates will impact the percentage of students graduating for 2014. Douglass graduated 22 students in 2011, 42 students in 2012, 72 students in 2013, and 92 students in 2014.

Dropouts

Our data for the first round of the grant showed 45 Douglass students dropping out in 2012-13. About half were males and half were females with one 9th grader, 11 10th graders, 13 11th graders, and 20 12th graders. During the 2013-2014 school year, our Year to Date report indicated that 30 students dropped out during the school year. This is a decrease of 15 students from 2012-2013. During the 2013-2014 school year, 18 female students dropped out and 17 male students dropped out. When you break down the dropouts by grade we see 4 9th graders, 6 10th graders, 6 11th graders, and 12 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 will exceed 75%. We believe that this is a conservative estimate given the fact that we have not ended the school year as of this date. Our current data indicates that the attendance rate for 2013 will show an increase of at least 3% over 2012 rates.

During the first round of the grant in 2013, we reported the following: the MSIP5 Attendance standard of 36.21% of Douglass students attended school 90% of the time. However, the School Report Card indicated that the proportional attendance rate for Douglass High School was 14.6%. This number does not match what we calculate monthly. During the 2013-2014 school year, we have calculated a proportional attendance rate of 35.42%. This is significantly higher than the rate reported on the School Report Card.

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%. For the same time period reported in the first round of the grant, as of January 31, 2014 a total of 46 students received a grade of F on their progress reports. The total represents 40% of the total 114 students reported. This is a decrease of 2% over the previous school year.

STAR Reading

During the 2013-2014 school year, a total of 48 students were assessed using the STAR reading assessment. The STAR reading assessment looks at basic reading skills, establishes a baseline, and allows for follow-up monitoring. Fifteen students in the ELL Immersion class were

tested on a monthly basis in order to monitor progress in reading. The students in the ELL Immersion class struggled with the assessment. Many of these students are new to the United States and have very limited English skills. On average we saw an improvement of about one grade level for many of these students.

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 2013 a total of 32 students were assessed out of the 39 students that the school was accountable for. A total of 3.1% of the students scored in the proficient range while 50% were below basic and 46.9 % of students scored in the below basic range. In 2012, a total of nine 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, three 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 2013, 27 students participated in the assessment out of a total of 32 students who were reportable. The students scored in the following ranges: 3.7% proficient, 55.6% basic and 40.7% below basic. In 2012, one student was proficient/advanced out of 14 students assessed compared to six students in 2011 (out of 26 students assessed), two students in 2010 (out of 27 students assessed) and 0 students in 2009 (out of 21 students assessed).

Biology

The number of students assessed on Biology 1 MAP at Douglass is small. In 2013, 50 students participated in the assessment out of a total of 53 students who were reportable. Only

four percent of the students scored in the proficient range while 54% scored basic and 42% scored below basic. In 2012, one student out of 37 students assessed was proficient/advanced compared to seven students proficient/advanced in 2011 (out of 30 students assessed), six students proficient/advanced in 2010 (out of 43 students assessed), and five students proficient/advanced in 2009 (out of 22 students assessed).

Government

The number of students assessed on Govt. MAP at Douglass is small. In 2013, 22 of 26 students participated in the assessment. There were no students who scored in the proficient range. The percentage of students scoring in below basic was 68.2% and 31.8% of the students scoring basic. In 2012, 35 students were assessed and one student was proficient/advanced compared to 6 students proficient/advanced in 2011(out of 34 assessed), and four 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. During the 2013-2014 school year a total of 34 students took the PLAN assessment. This is an increase of 19 students over the previous school year. A review of the assessment data shows that on the English portion of the assessment, 14 students met the college-readiness benchmark and16 did not meet the benchmark. On the mathematics portion of the assessment, 16 students met the college and career readiness benchmark and 18 students did not.

MSIP Advanced Questionnaire

The school collected data on the MSIP Advanced Questionnaire during an all school event but still had only a small number of participants take the survey. A total of eight

individuals responded to the questions. One of the most striking pieces of the questionnaire reveals that out of the individuals who responded, five of those had an annual income of under $10,000. This is a significant challenge for the school as they work to address the multiple issues associated with helping students succeed. The cost of school becomes significant when your family income is well below the poverty level.

Key Findings of the Needs Analysis and Progress Towards Goals.

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

Key Finding 1 and Progress Towards Goals.

Since 2009, the graduation rate at Douglass has been below 60% and is the reason for Douglass being identified as a Priority School. In 2010, the graduation rate was 47.9%, 31% in 2011, and 43.7% in 2012. In 2013, the four year graduation rate was reported a 43.42%. Douglass High School has seen a significant increase in the number of graduates this year. The school had a total of 92 graduates for the 2013-2014 school year.

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. This is the second full year for the Director of Alternative Education to work with the staff at Douglass High School. This year, the school came together as a whole to work, plan, and learn together as a part of the turnaround model. The school saw a significant increase in the number of students who graduated this year as a result of their work. The faculty at Douglass High School used multiple strategies to help meet the needs of their students ensuring a higher number of graduates

this year. The Douglass staff will continue to look for ways to improve and provide support for students as they strive towards continuous improvement with the graduation rate. The Douglass faculty believes that all students must be college and career ready when they graduate. They will do whatever it takes to prepare ALL Douglass graduates for a successful post-secondary transition.

Key Finding 2 and Progress Towards Goals.

Forty-five students dropped out of Douglass in 2012-13. The calculated dropout rate for 2013 is 25.2%. This year in comparison, only 35 students were listed as drop outs. The final percentage is still to be calculated.

DHS is considered Columbia Public Schools' Tier III intervention for students at risk for dropping out. Students who choose Douglass attend because of barriers in their lives causing them to need an alternative educational experience that doesn't fit the traditional educational model. This year Douglass High School raised the bar and worked hard to hold on to every student that they could. The grant provided funds for an Internship/Community Supervisor and that position has proven to be a powerful player in keeping students in school. The Internship/Community Supervisor worked with the students on skills that they will need as they apply for college or career such as writing an effective resume and cover letter, proper attire for an interview, how to make eye contact and how a make good first impression on a prospective employer or college counselor. The school hosted their first school and community job fair with 27 employers representing businesses in the Columbia area.

Key Finding 3 and Progress Towards Goals.

Student performance across all measures is low because students are missing instructional time due to lack of attendance and truancy issues. Attendance percentages

for the past four years using the MSIP 4 Attendance Standard as noted on the School Accountability Report include: 71.9% in 2011, and 72.3% in 2012. Under the MSIP 5 Attendance standard, 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.

During the 2013-2014 school year data was collected monthly and analyzed as part of our monthly meeting with our DESE State Supervisor. The school improvement team paid close attention to attendance data, behavioral data, and out of school suspension in order to intervene on the behalf of students. A baseline for attendance of 71.9% was established based on data from prior school years. A goal of 80% attendance was established. The student attendance data had a range from a high of 79% to a low of 71.33% overall. Even though we did not meet our goal of 80%, we were able to exceed the baseline attendance of 71.9%.

The attendance rate that is calculated based on 90% of the students attending 90% of time was also closely monitored. A baseline of 14.6% was established and a goal of 20% was set. The data for the 90/90 attendance had a monthly range of 31.25% to a high of 48.11%. The 90/90 attendance rate exceeded the 14.6% baseline and exceeds the 20% goal that was established.

The school improvement team also monitored the out of school suspensions and two targeted area for behavior improvement. A baseline was established of 66 out of school suspensions based on previous year's data. The team set a goal to decrease the number of students who receive an out of school suspension. In 2013, there were a total of 66 out of school suspensions. This year the school has a total of 39 out of school suspensions. This is a 40% decrease over the previous year. The number of students receiving out of school suspension also

decreased. In 2012, there were 41 individual students suspended during the school year. This year there was a total on 27 students suspended and represents a decrease of 34% over the previous school year. Another encouraging piece of data collected was the total number of days of suspension that students were receiving. In 2013, there was a total of 239.5 days of suspension, In 2014, the total number days added up to 94. This represents a remarkable decrease of 60% over the previous school year.

Key Finding 4 and Progress Towards Goals.

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

Douglass High School teachers are organized into Professional Learning Communities. Each PLC group leader has participated in Year 1 of PLC training offered by the RPDC and in 2013-2014 completed Year 2 of training. Members of each group received training in the Decision Making for Results (DMR) process and data teams and in turn, this knowledge was shared with their respective colleagues. During the 2013-2014 school year, the Douglass High School teachers made a commitment to work together in teams to support student learning. The teachers met daily for an hour before school four days per week to score assessments, review student data, plan for cross-curricular units of instruction, post assignments to Evernote, and collaborate around supporting students. The results of this collaborative process can be seen in improved attendance, reduced behavior incidents, and a record number of students graduating this year.

Key Finding 5 and Progress Towards Goals.

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

Douglass students have unique challenges in their lives that may pose as barriers to their school attendance and graduation; therefore, they need multiple paths to graduation. Douglass High School currently serves students in the DHS Core program, Harry S. Truman Veterans Administration Hospital (VA) Program, the MO Options Program, and the Douglass Academy (afterschool program for students ages 17+ and who have 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. The concept of a core program has continued during the 2013-2014 school year and has been strengthened by the addition of an Internship/Community Support Supervisor to bridge the gap

between school, work, and home.

The MO Options Program is open to students in their senior year or beyond who are not able to graduate with their class because of a deficiency in credits. Students attend school for a minimum of 15 hours a week and work for a minimum of 15 hours a week. During class time students prepare for the 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. This year a record 43 were able to complete the work and pass the required assessment under the MO Options program.

Section VII.B. 2014-2015 Grant Year Timeline

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

Dates	Time	Description
July 21 -23	All Day	**Biology teacher** attends pedagogy inservice in Oregon.
Two days in August	All Day	**Staff will collaborate before school starts** to continue their professional development on developing turnaround online rigorous and relevant instructional opportunities for students.
Aug. - May	Before school begins	**Engineering and Immersion Center materials** will be purchased before school begins. An engineering class is being added for the 2014-15 school year to assist students in applying engineering, science, math, and technology to solve complex, open-ended problems in real-world situations; therefore, materials are needed for this course. There is also a need for high interest low-level materials for high school students who are at the

		beginning stages of English language development. Instruction using high quality materials in the Engineering class and in the Immersion Center will take place August – May.
Aug.-May	Days throughout 2014-15	**The DHS principal will participate in professional development** that focuses on leadership for results and 21st century job readiness.
Aug.-May	Before & after school	**Teacher leader data analyst** will support principal and teachers in collection, dissemination, and analysis of multiple data to points to inform continuous progress of students. Data sources include formative assessments, student, attendance grades, interim assessments, suspensions, and teacher attendance.
Aug.-May	8 hrs. per week	Staff will receive **professional development and collaborate** on data analysis, technology integration, website development, and nonfiction reading and writing across all content areas.
Aug-May	All Day	**Internship supervisor** will continue to coordinate the Douglass Rotarian Mentor project. He will coordinate guest speakers, build internship opportunities, and keep all documentation regarding programming and post-secondary transition plans.
Beginning of June to end of June	6 hours per day	**DHS Summer Academy** - In line with the need for early identification for dropout prevention, struggling eighth grade students were identified for participation in the **DHS Summer Academy** in April 2015 (rising 9th graders). Identified students will receive rigorous instruction in core subjects in a classroom environment that embraces engagement, collaboration, and perseverance. The program is designed to shape students' academic identities in order to transform their achievement at DHS.

Evaluation: Monitoring and evaluation of the Douglass SIG program will be frequent and ongoing. A teacher leader data analyst will receive a stipend to assist teachers and the principal in the collection, dissemination, and analysis of data to continually evaluate progress of students and effectiveness of strategies identified in the SIG grant. The Data Dashboard and Monthly Progress Monitoring charts will be reviewed each month by the Douglass SIG Team. This team includes the DHS principal, the Assistant Superintendent for Secondary Education, a Douglass

teacher leader, DESE Area Supervisor, and the Director of School Improvement (SIG Coach). In addition, monthly walkthroughs by the SIG Coach and DHS principal will take place in all classrooms.

Section VII.C. – Discussion of school year 2014-2015

Discuss the School Improvement Grant (SIG) 10039g) program as it will be implemented during the 2014-2015 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

The plan for 2014-2015 will continue in its design to ensure all students have a safe environment to gain an education where students graduate college and career ready. The overarching goal will be focused on increasing the graduation rate. Staff will be provided time for professional development by meeting before school four days each week during the school year to acquire the knowledge and skills in creating a differentiated and blended learning environment to meet the ever-changing needs of a diverse student population. The focus of the professional development will focus on data analysis, technology integration, website development, and nonfiction reading and writing across content areas. Monthly walkthroughs will take place by the principal and SIG Coach to assess implementation of the knowledge and skills learned from the professional development received by teachers. To support rigorous and relevant biology instruction for students, the biology teacher will participate in professional development focused on Biology Modeling pedagogy. The DHS principal will participate in professional development that focuses on leadership for results and 21st century job readiness.

The Internship/Community supervisor will continue to build internship opportunities for students, coordinate guest speakers, and document programming and post-secondary transition plans. To support students becoming career and college ready, DHS will offer test prep

opportunities for the ACT, Compass, and ASVAB tests. Higher scores will mean more scholarship money, decreasing the need to repeat remedial courses, and provides students with options to explore a variety of careers including health related professions. Test prep will be integrated in the Advisory curriculum at least once per 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. 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.

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

Rising ninth graders identified to attend DHS will participate in the Douglass Summer Academy. In line with the need for early identification, struggling eighth graders will be identified in April 2015. Students will receive rigorous instruction in core subjects in a classroom environment that embraces engagement, collaboration, and perseverance. The program is designed to shape students' academic identities in order to transform their achievement at DHS.

Section VII.D. - Staffing Changes

Describe any changes made in the teaching staff and/or instructional leaders at District levels in SIG served buildings for year two. Any changes made between 2013-14 and 2014-15 for Douglass

During the first year of the grant we added the position of Internship/Community

Supervisor. We were supposed to also add an ELL Teacher using grant funds but the district expedited the timeline and used district funds for the purpose of sustainability. There will be no staff turnover for year. No one is retiring or resigning. DHS was identified as a potential site to host the Jobs for American Graduates program. Implementation of this program will require hiring .5 FTE.

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

Not applicable. DHS is implementing the turnaround model.

Section VII.F. – Increase Learning Time

Describe how the LEA and building is increasing learning time in your SIG schools. Specifically address how learning time will be increased from the 2013-14 school year

To facilitate the increase in learning time, summer school will be offered. Rising 9th graders that are struggling academically have been identified to participate in the first DHS Freshman Academy. Students will receive technology enriched in English and math. Summer school will also be offered for our DA ELL students who need extra help in English.

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

Not applicable. DHS is implementing the turnaround model.

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

Not applicable. DHS is implementing the turnaround model.