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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Renewal Carryover Application Amendment
Project Dates: July 1, 2014 to June 30, 2015

DIRECTIONS

Mail the completed Carryover Amendment package (including attachments) to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480. The applicant will also submit an electronic copy of the Carryover Amendment package (including attachments) to webreplysiggrants@dese.mo.gov .
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 DESE USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector		07-01-2014	$515,984

539386 per CR 4-23-13

SECTION I – LOCAL EDUCATIONAL AGENCY (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 REPRESENTATIVE Ms. Linda Quinley	ADDRESS 1818 W. Worley	CITY/ZIP Columbia, MO 65203	
EMAIL ADDRESS lquinley@cpsk12.org		TELEPHONE NUMBER (573) 214-3400	FAX NUMBER (573) 214-3401
NAME OF GRANT CONTACT Dr. Dana Clippard	ADDRESS 1818 W. Worley	CITY/ZIP Columbia, MO 65203	
EMAIL ADDRESS dclippard@cpsk12.org		TELEPHONE NUMBER (573) 214-3400	FAX NUMBER (573) 214-3401
NAME OF LEA TURNAROUND OFFICER (if known) Dr. Eryca Neville	ADDRESS 310 N. Providence	CITY/ZIP Columbia, MO 65203	
EMAIL ADDRESS eneville@cpsk12.org		TELEPHONE NUMBER (573) 214-3680	FAX NUMBER (573) 214-3681

SECTION II - ASSURANCES

The LEA must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.
The LEA must assure that it will—

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

SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
L. Quinley	1/30/2015

SECTION IV - LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA

This chart is the total budget and administration budget for all school and LEA activities from the approved application and carryover funds (submit only one copy).

SIG 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*				29,269				29,269
1200 Supplemental Instruction (Title I) *1003(g) SIG*	61,276		23,850	8,000	56,006	44,789		193,921
2100 Non Instructional Support Services *1003(g) SIG*		84,469	27,682					112,151
2200 Professional Development *1003(g) SIG*	96,390	22,680	38,086	21,500				178,656
2600 Planning and Evaluation *1003(g) SIG*	1,500		487					1,987
3000 Community Services *1003(g) SIG*								0
Program Costs Subtotal *1003(g) SIG*	159,166	107,149	90,105	58,769	56,006	44,789		515,984
Indirect Costs								14402.00
Administrative Costs *1003(g) SIG*								0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG*	159,166	107,149	90,105	58,769	56,006	44,789		530386.00 ~~515,984~~

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

Change per original approved App. Carryover App amend to add previously approved Indirect Cost.
CR 4-23-15

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

This chart is the total FTEs and Administration FTEs for all activities from the approved application and carryover funds. (submit only one copy)

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

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

This section only applies to strategies that are being added to the application because of the use of carryover funds. The applicant does not need to list items that are in the approved application.

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. **Complete one chart for each school served and one aggregated chart for the LEA.**

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

Budget Codes	Related Strategies and Activities
1100 Instruction	No additional support provided to Douglass High School through district funding from the original grant application.
1100 Instruction *1003(g) SIG*	1. Introduction To Maintenance Course in Partnership with State Technical College 2. Parent Link Incredible Years Program for Child Development Course
1200 Supplemental Instruction (Title I)	No additional support requested.
1200 Supplemental Instruction (Title I) *1003(g) SIG*	1. Afternoon Session of MO Options for students to provide additional flexibility to complete coursework and meet graduation requirements. (10 weeks X 5 days per week X 3.5 hours per day) 2. English/Language Arts Books & Curricular Supplies • Class sets of supplemental plays and paperback books to increase engagement and active participation 3. Media Center Books on various levels in aligned content topics • Low Reading Level Support Resources such as Graphic Novels, High Interest Lower Reading Level Nonfiction books and Hi-Lo Young Adult Nonfiction Books--$4,300 • Electronic Resources—User Driven Acquisition Cengage-Gage Program--$5,000 • Electronic Resources—Follett Nonfiction eBooks and OverDrive Fiction eBooks--$4,900 4. Biology Curriculum & Supplies • Seven Tris-Compatible Flat pH Sensors/Vernier Optical DO Probes/Optical DO Probe Mental Guards--$4,110 • Five Lab Cameras and Tripods--$1,850 5. Supplies for Culinary Arts Program • Pots/Pans, bowls, cutting boards, utensils, serving trays, paper consumables, napkin holders, etc.--$5,000 • Laminated Table Top for Vending Merchandising Kiosk--$140 • Pastry Display Cases for Merchandising--$599 6. Kitchen Equipment for Culinary/Catering Program • Reach-In Freezer--$2,570 • Reach-In Refrigerator--$1,982 • Food Vending Merchandising Kiosk including adjustable shelving, canopy and electrical outlet -- $5,237 7. Food Trailer to Create Embedded Business/Entrepreneur Program (District will provide vehicle to move the trailer around the city)
2100 Non Instructional Support Services	No additional support.
2100 Non Instructional Support Services *1003(g) SIG*	No additional support provided past the original grant.
2200 Professional Development	Professional Development Provided By the District.
2200 Professional Development *1003(g) SIG*	1. Professional Development Stipends for professional development/curriculum writing to "turn around" instructional units that offer blended instruction. This stipend is for the DHS Instructional Technologist to integrate technology into lessons and units with the teaching staff. (210 hours X $27.00 = $5,670 per teacher X 1 staff) 2. PROSTART Training Professional Development for Culinary /Catering Program Teacher

2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services	
3000 Community Services *1003(g) SIG*	
Administrative Costs	
Administrative Costs *1003(g) SIG*	

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

This section only itemizes carryover funds that are being added to the application. The applicant does not need to list items that are in the approved application. Complete one chart for each school served.

LEA/BUILDING NAME	COUNTY-DISTRICT - SCHOOL CODE
Columbia Public Schools – Douglass High School	101-092 1020

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1. Afternoon Session of MO Options for students to provide additional flexibility to complete coursework and meet graduation requirements. (10 weeks X 5 days per week X 3.5 hours per day)	$8,937
6100 Subtotal	**$8,937**
6150: Non-certificated Salaries	
1. Professional Development Stipends for professional development/curriculum writing to "turn around" instructional units that offer blended instruction. This stipend is for the DHS Instructional Technologist to integrate technology into lessons and units with the teaching staff. (210 hours X $27.00 = $5,670 per teacher X 1 staff)	$5,670
6150 Subtotal	**$5,670**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	**$3,935**
6300: Purchased Services	$8,700
1. Introduction to Maintenance Course in Partnership with State Technical College	$9,025
2. Parent Link Incredible Years Program for Child Development Course	$1,625
3. PROSTART Training Professional Development for Culinary/Catering Program Teacher	
6300 Subtotal	**$19,350**
6400: Materials/Supplies	
1. English/Language Arts Books & Curricular Supplies • Class sets of supplemental plays and paperback books to increase engagement and active participation--$1,706	$1,706
2. Media Center Books on various levels in aligned content topics • Low Reading Level Support Resources such as Graphic Novels, High Interest Lower Reading Level Nonfiction books and Hi-Lo Young Adult Nonfiction Books--$4,300 • Electronic Resources—User Driven Acquisition Cengage-Gage Program--$5,000 • Electronic Resources—Follett Nonfiction eBooks and OverDrive Fiction eBooks--$4,900	$14,200
3. Biology Curriculum & Supplies • Seven Tris-Compatible Flat pH Sensors/Vernier Optical DO Probes/Optical DO Probe Mental Guards--$4,110 • Five Lab Cameras and Tripods--$1,850	$5,960
4. Supplies for Culinary Arts Program • Pots/Pans, bowls, cutting boards, utensils, serving trays, paper consumables, napkin holders--$5,000 • Laminated Table Top for Vending Merchandising Kiosk--$140 • Pastry Display Cases for Merchandising--$599	$5,739

6400 Subtotal	**$27,605**
6100-6400 Subtotal	**$65,497**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
1. Kitchen Equipment for Culinary/Catering Program • Reach-In Freezer--$2,570 • Reach-In Refrigerator--$1,982 • Food Vending Merchandising Kiosk including adjustable shelving, canopy and electrical outlet -- $5,237	**$9,789**
2. Food Trailer to Create Embedded Business/Entrepreneur Program (District will provide vehicle to move the trailer around the city)	**$35,000**
6500 Subtotal	**$44,789**
TOTAL	**$110,286**

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SECTION VII – NARRATIVE

The response to Section VII.A is limited to not more than three pages of double spaced 10-12 point font.

SECTION VII.A – PLAN CHANGES

Describe any changes made in the plan submitted in the original application that impact proposed activities funded with carryover funds.

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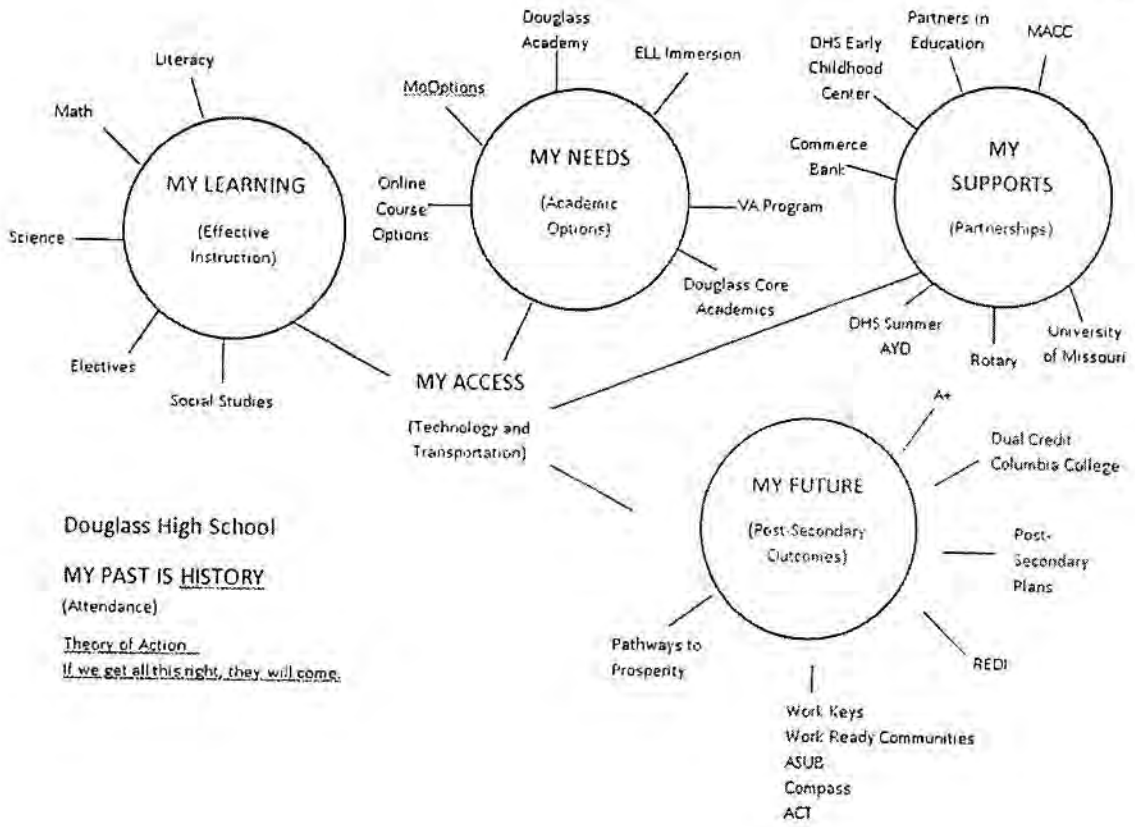

Douglass High School

MY PAST IS HISTORY

(Attendance)

Theory of Action

If we get all this right, they will come.

Douglass High School is currently in the second year of implementation using the school turnaround plan submitted to DESE with the Year 1 SIG Application. Douglass High School was designated a Priority school due to low graduation rates. In order to exit from Priority school status Douglass High School must increase graduation rate and maintain a rate of at least 60% for three consecutive years. The task of turning around the lives of students who have been subjected to generations of institutionalized classism, racism, and other forms of oppression is daunting. To begin addressing these issues in a comprehensive manner, the Douglass High School Turnaround Theory of Action was designed. It focuses on five components: 1) MY LEARNING (Effective Instruction), 2) MY NEEDS (Academic Options), 3) MY SUPPORTS (Partnerships), 4) MY FUTURE (Post-Secondary Outcomes), and 5) MY ACCESS (Technology and Transportation).

During the first year of grant implementation, Douglass High School has seen a nearly 30% growth in the 4-year graduation rate (2013 -- 44.6%, 2014 --72.4%). Through professional development and full implementation of Professional Learning Communities (PLC), Douglass High School faculty and staff are increasing the rigor and relevance of curriculum offered to Douglass High School students. Douglass High School has also increased the opportunities students have to enhance their knowledge of career and college readiness. New initiatives include, but are not limited to: implementation of the Modeling Biology framework in our biology classes, partnering with State Tech College to offer coursework, adding a Title I preschool program site on Douglass High School campus, creation of new partnerships with the University of Missouri and True North, participation in the MO Dropout Prevention program and continued growth of the partnership with Columbia Area Rotary.

The school leadership and staff have learned a tremendous amount during the first year of school improvement work and made new connections to help support students. At all times, the Douglass High School leadership was cognizant that the building had three years to enhance structures and frameworks, which must be sustainable, impactful and yet fluid to meet the ever changing and ever evolving needs of a group of transient children. Using the Skill and Will Matrix, a Douglass High School biology teacher was identified as having high will but low skill for teaching biology. While having a consistent willingness to teach at Douglass High School, the biology teacher was certified in general science and not specifically certified in biology. Supports and professional development were needed to support more effective instruction. A professional development plan was created utilizing the expertise of the Douglass High School science department chair, Douglass High School assistant principal and Douglass High School principal. The plan included participation in two weeks of professional training in Modeling Biology during the summer of 2014 and another two days of training on Vernier Probeware. This teacher willingly committed to professional development and instructional improvement. The teacher is now fully certified in biology and the change in teaching practices is profound. Materials to support a diverse population of 21st century learners and to effectively teach the rigorous standards are supplied in limited fashion by the school district. The total budget for the Douglass High School science department provided by the district was $1,164. The plan was to order materials with SIG funds after the teacher had successfully completed rigorous professional development to make the most of the grant allocation. The biology teacher is now eager to implement problem based, literacy rich, hands-on curriculum that aligns with the effective instruction practices of the

Douglass High School Theory of Action. This 21st century approach to teaching biology will also support students preparing for the Biology End of Course Exam. This relates directly to the Academic Achievement section of the MSIP 5 report.

The Introduction to Maintenance Course with State Technical College falls under the "MY FUTURE" portion of the Douglass High School Theory of Action. This course is team taught by one Douglass High School instructor and a State Technical College instructor. This course offers participants with hands-on education aimed toward the ultimate goal of gainful employment. Participants are being prepared for positions in construction, maintenance, installation and repair in the healthcare field. Participants are able to earn four industry-recognized credentials, including the National Career Readiness Certificate (NCRC). Students are provided the opportunity to tour State Technical College in Linn, Missouri, as part of this experience. To establish sustainability of this valuable course, Nancy Wiley, Grant Manager at State Technical College, and the Douglass High School Principal plan to meet beginning this summer to explore co-writing grants to expand the work beyond the three year SIG funding cycle.

Within the Douglass High School student population there are young parents. These students are in need of effective parenting strategies and skill building. Supporting students with parent education falls under the "MY SUPPORTS" section of the Douglass High School Theory of Action. Students have attempted to utilize services from Parents as Teachers in the past; however, many Douglass High School students tend not to respond to the Parents as Teachers (PAT) standard model. The schedule for Parents as Teachers providers can be a barrier to establishing a consistent, trusting relationship with many of the Douglass High School student parents. In order to best serve the needs of Douglass High School students, Douglass High School would like the preschool teacher on campus to receive specific training on parent education through the Incredible Years curriculum and this teacher would provide the training to the Douglass High School students. The preschool teacher has the connection with students and Douglass High School will create space in the academic schedule for the course to be taught during the school day. This would be a unique course and opportunity no other school in Columbia Public Schools currently provides to student parents. Providing research based parenting information to Douglass High School student parents is an important part of the process to support young parents who are motivated to continue their education.

Douglass High School has a unique opportunity to purchase the kitchen equipment, food trailer and culinary supplies as part of the MY LEARNING and MY FUTURE component of the Douglass High School Theory of Action. The equipment, trailer and culinary supplies will provide students the opportunity to successfully demonstrate the practice skills portion of the PROSTART Technical Skills Assessment. Along with the practical skills for students, a Douglass High School teacher will engage in professional learning to qualify to implement the PROSTART curriculum. This professional development for the teacher will occur over the course of two summers—2015 and 2016. The requested funds will be used to purchase the PROSTART curriculum for the students and to get the professional development for the teacher. The information learned will be used to increase the rigor and relevance of the culinary arts course offered at Douglass High School. This will in turn give Douglass High School students access to the PROSTART TSA certification. This

certification is a recognized by DESE as a TSA that is included in the College and Career Readiness portion of MSIP 5. This is an industry certification that will give the graduates an opportunity to seek employment beyond just fast food upon graduation. The food trailer will also provide work experience for students and will help to build the skills students can list on resumes. For those students who articulate an interest in entrepreneurship, the program is an extension of an already thriving culinary arts program.

The Media Center resources are part of the MY ACCESS and MY LEARNING portions of the Douglass High School Theory of Action. While Douglass High School students do have access to some resources in the media center, the building's goal is to have a wide range of texts and resources at varying levels for the diverse student ability and skill levels. With these varying levels of texts and resources, students will have access to the curriculum that may have traditionally been too hard to read. Increasing the emphasis on content literacy across all curricula areas is a must to continue to improve the education of all Douglass High School students. Reading is at the core of success for all students, and the resources will help all students access curriculum and find success.

A significant need exists at Douglass High School for students who are at risk for not completing high school. In order to meet this need, the grant will provide the funds to offer an after school section of the Missouri Options Program. This will accommodate students who are unable to meet during the day due to work schedules or legal issues. This program will offer a smaller learning environment for those students needing extra support due to a variety of reasons. To help with career awareness, the community internship supervisor will provide access to the ACT Work Keys preparation program and the Missouri Connections Programs. Students will complete through this program resumes and applications for post-secondary training opportunities.

Douglass High School is committed to providing a rigorous and relevant education for students and this grant will further the work already began. The carryover funds for the Douglass High School SIG will be used to fund sustainable programs that are a part of the Douglass High School Theory of Action plan submitted with the year one school improvement grant.