



District/LEA: 010-093 COLUMBIA 93 Year: 2022-2023

Funding Application: Plan - School Level - 1020 FREDERICK DOUGLASS HIGH Version: Initial Status: Returned

Number

Name

Select District

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home

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School, Parent And Family Engagement Policy [Hide](#)

1020 FREDERICK DOUGLASS HIGH

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- Schoolwide
 Targeted

- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

At Douglass High School, parent and family engagement looks different from the traditional model of family engagement. In addition to participating in the District Annual Parent Involvement Meetings, all students and families are interviewed prior to being admitted into Douglass High School. During the interview, we discuss the student needs, family needs, and DHS expectations. This promotes buy-in to DHS. We also try to engage parents/ families/ and caregivers by offering outreach activities that meet their needs. Some examples include but are not limited to: DHS Fall Fair, DHS Thanksgiving Celebration, DHS Chili supper and Free Tax Form Completion, DHS Job Fair, etc.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
- To inform parents of their school's participation in the Title I.A program
 - To explain the requirements of Title I.A
 - To explain the right of parents to be involved.
- Section 1116 (c)(1)*
- The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
- Transportation
 - Child care
 - Home visits
 - Funds will not be utilized for these purposes
- Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

At Douglass High School, we meet individually with students and families. This provides all stakeholders with the opportunity to discuss how the general parent compact applies and needs to work individually to support the specific needs of the family and students. Families can also attempt the Beginning and End of the Year Parent meetings.

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

At Douglass High School we meet with all families individually to provide information about Title I programs. We also have a newsletter and website to keep families updated about relevant information.

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

At DHS, we offer families a host of opportunities to learn about DHS curriculum, academic assessments and EOC achievement. Again, families can contact all teachers via email at any time about current DHS curriculum, all families have access to Home Access that provides up to date information about grades and assessments, and we send home information about EOC data when we receive it. Families are encouraged to discuss current curriculum at all events hosted at DHS and with their students at any time. All teachers also have curriculum and assignments available online via Schoology and/or One Note.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

During the School-Parent Compact meetings we offer as much information as parents would like regarding MO Learning Standards, EOCs and other student progress information. At the high school level, families are far more concerned about whether or not their student is going to graduate. The interest and concern about state assessments is almost non-existent. Families are also interested in supports that are available to students and families throughout their time at DHS.

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*
- Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

1. Be sure student attends school every day unless he/she is ill.
2. Keep teacher informed of student's progress at home.
3. Visit the student's classroom and school events.
4. Praise efforts.
5. Use available community resources, if applicable.

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.
Section 1116 (d)(1)

1. Promote regular, two-way, meaningful communications between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/families play an integral role in assisting their children to learn.
4. Promote a safe and open school atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

Teachers at DHS are committed to providing students with a high-quality curriculum with supportive instruction that promotes an effective learning environment. At DHS we have a host of individuals that have won "Teacher of the Year" awards. One of our math teachers is also IB certified. We have also taken the time as a staff to study curriculum, create curriculum maps for all courses and the subsequent units of study. In addition, each year we also promote staff development via all staff book studies and small group work in PLCs. So that teachers can focus on teaching, the front office staff works diligently to make sure students are prepared to learn. Discipline issues are dealt with proactively. As a result, we are the only school in the district that does not have an ISS/Recovery room.

At DHS, we also know the importance of Maslow's Hierarchy of Needs. If basic needs are not met, students can't focus on the work they are expected to do. Hence, at DHS we host a Title I Preschool. They are a part of the DHS family and invited to participate in any activities (i.e. DHS Thanksgiving Celebration, DHS Job Fair, etc.). DHS also partners with several other businesses and agencies. The following are Partners In Education: VA Hospital, Columbia Tribune, JobPoint, CARE program, Kelly Temporary Services. We also work with: the Flourish Initiative, MU Family Impact Center, Lutheran Family Children's Services, Family Counseling Center, The Food Bank, Columbia Police Department, Boone County Sheriff's Department, Heart of MO United Way, MACC, Columbia College, University of MO, and a host of others in Columbia, MO.

Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- Issuing frequent reports to parents on their children's progress
- Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- Provides assistance to parents, as appropriate, in understanding
 - o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.
- Section 1116 (e)(1)*

Describe plans to provide assistance.

Information regarding the above is provided at both yearly Title I meetings. In addition, monthly parent meetings are utilized to share data, provide a venue to discuss instruction, local and building level assessments such as STAR and DRA. Parent-teacher communications also provide information regarding student growth/performance in classroom level objectives. The majority of our students have lived lives that have forced them to have an indescribable amount of perseverance. They do not give up. We have the entire spectrum of students cohesively abiding together at DHS. Our enrollment is flexible. Students can join us four times a year. Credits are earned on the quarter not the semester. This helps tremendously with students that are credit deficient and whose life circumstances are extremely fragile. We also host the district wide MO Option program. This gives students who are at risk for dropping out yet another option for successful high school completion.

- Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Information and materials are provided to parents at monthly parent meetings. As well, semester parent meetings, parent-involvement events and annual Title I meetings are utilized to share this information to support student achievement.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

DHS uses district personnel to receive ongoing equity and Restorative Practices trainings. Additionally, consistent email/phone contact guide parent and family involvement opportunities within the school. When needed, home visits are utilized to help bridge relationships from school to home. As needed, teachers contact families to support the overall academic goals of students. Our outreach counselor is very diligent in coordinating mental health services. Our Director of Counseling works hard to inform families regarding post-secondary planning as needed. As students at DHS are willing to work and try to fill in as many academic gaps as possible, they are also the primary point of contact when discussing their needs and supports. We have a very talented staff that is able to provide them with the academic supports they need to be successful. DHS staff works very hard to empower students in being their own advocates.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

DHS is the alternative school for Columbia Public Schools. We accept the students that our comprehensive could not graduate. They are all credit deficient, many have some type of documented mental health issue, most have a high degree of truancy, and we are expected to produce the same EOC, Graduation, CRR and attendance rates as schools that will no longer enroll these students. At DHS, we host a Title I Preschool. They are a part of the DHS family and invited to participate in any activities (i.e. DHS Thanksgiving Celebration, DHS Job Fair, etc.). We also work extensively with PAT as we have several students that are also parents.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*

- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:



Comprehensive Needs Assessment [Hide](#)

1020 FREDERICK DOUGLASS HIGH

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- A comprehensive needs assessment of the entire school has been conducted.
- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

4/13/2022

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

We have analyzed all of the student demographic information. What the numbers do not adequately express is that the majority of our students have lived lives that have forced them to have an indescribable amount of perseverance. They do not give up. We have the entire spectrum of students cohesively abiding together at DHS.

To help support our students we have implemented structures and programs. Our enrollment is flexible. Students can join us four times a year. Credits are earned on the quarter not the semester. This helps tremendously with students that are credit deficient and whose life circumstances are extremely fragile. Also, all classes have student work on OneNote or Schoology. This gives students access to assignments in an organized manner even if they miss class. Teachers are also willing to support students via email and during their planning times. We also host the district wide MO Option program. This gives students who are at risk for dropping out yet another option for successful high school completion.

Weaknesses:

The needs of our students are far greater than our capacity to meet them. Our 90/90 attendance is around 37%. The change in way attendance is calculated impacted this data point. Historically, we have found that over 80% of our students attend school part of the day. Life circumstances just impacts their ability to attend the entire day. In addition to a high quality academic program, DHS has: a full-time outreach counselor, a therapist onsite .5 days a week, a clothing closet, a food pantry, onsite FREE daycare for the children of our students and onsite case management for the host of needs of our students and families.

Indicate needs related to strengths and weaknesses:

Students at DHS are willing to work and try to fill in as many academic gaps as possible. We have a very talented staff that is able to help them. DHS staff work hard to integrate family into everything we do. To help support students and families with their basic needs, we now have a robust partnership with the Flourish Initiative (www.allyouthflourish.org). With their help, we now have access to housing for students that are experiencing housing insecurity, an emergency fund for families that need that support, mentoring and internship programs that provide students with access to livable wages and 529 accounts, and vouchers for transportation.

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

District provided common assessments, STAR assessments. Our school has been building curriculum and subsequent assessments for the last decade. Teachers provide continuous and consistent high-quality feedback.

Summarize the analysis of data regarding **student achievement**:

Strengths:

Students at DHS are willing to work and try to fill in as many academic gaps as possible. We have a very talented staff that is able to help them. DHS staff work hard to integrate family into everything we do. This DHS family includes the families the students are currently living and sometimes that is not a biological family. Our work together has had to raise the DHS 4 year graduation rate by almost 50 points and the district's overall graduation rate by 6 points since 2011. Also, with the help of community partners like the Flourish Initiative, we are seeing an improvement in CCR.

Weaknesses:

DHS is the alternative school for Columbia Public Schools. We accept the students that our comprehensive could not graduate. They are all credit deficient, many have some type of documented mental health issue, most have a high degree of truancy, and we are expected to produce the same EOC, Graduation, CRR and attendance rates as schools that will no longer enroll these students.

Indicate needs related to strengths and weaknesses:

DHS needs additional support in curricular development to meet the needs of the diverse learners. DHS also needs support with supporting the students socially and emotionally to finish high school and continue on the post secondary education or the workforce. The Flourish Initiative provides access to case managers, mentors and money for post-secondary planning.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

Teachers committed to the PLC process many years ago. Through this work, DHS faculty scoped and sequenced all content areas and subsequently wrote Units of Study for each topic discussed. These Units of Study have made it easy for us to update and incorporate: technology when we went 1:1, poverty research when that was the district's focus, writing when that was the building's focus and reading as that is the new building's new focus. Our Units of Study are also helping us to implement SRG at the school level.

Weaknesses:

The only weakness in our curriculum and instruction is that lack of relevance that outside assessments have with the current needs of our students.

Indicate needs related to strengths and weaknesses:

DHS needs additional support in curricular development to meet the needs of the diverse learners. DHS also needs support with supporting the students socially and emotionally to finish high school and continue on the post secondary education or the workforce.

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- Staff preparation
- Core courses taught by appropriately certified teachers
- Staff specialists and other support staff
- Staff demographics
- School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

The administrators at DHS is very educated and have a depth and breadth of experiences that support the needs of the school. Neither administrator started out in education. Both have Bachelor degrees and work experience in other areas. They have accumulated a total of eight degrees. They both have a wide variety of experience in education also. Experiences include: teaching k-12, building level administration, running an early childhood center, teaching at the university level, and central office level administration. The staff is equally as talented. The staff includes: three state teachers of the year, an award-winning Director of Counseling, several that are adjunct professors, and several that have completed Masters degrees during their tenure at Douglass. Teachers are committed to ongoing and relevant professional development and host and promote book study sessions each semester. They are committed to continuous improvement of curriculum, instruction, and student learning.

Weaknesses:

The most prominent weakness is that we have a small staff. When we have absences or vacancies it really changes and influences our overall program. To date, we have a very low turnover rate amongst staff and faculty and with each vacancy the next person hired has been an even greater asset to the DHS family. Our small staff also means that everyone must fulfill multiple roles. This is a burden for us in, especially in light of the high needs of ALL of our students. Another issue is helping the Central Office to understand that we meet our student needs with creativity. For example, my art teacher is also certified in PE. It was difficult for district level coordinators to process this change as they calculated their district wide FTE.

Indicate needs related to strengths and weaknesses:

Professional learning is at the heart of DHS. The staff is committed to doing what is needed for the students. Additional time for professional development is needed to keep the teachers fresh and on top of the education of students.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental involvement
- Communication with parents
- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Family and community engagement looks different from the traditional Parent Involvement Model that Joyce Epstein. This year family and community engagement included the following: One Step Forward Shoe Celebration, DHS Thanksgiving Celebration, DHS Chili Supper and Tax Service, DHS Job Fair, etc. We engage our families and communities in ways that meet needs in addition to providing information and the schools and students.

Weaknesses:

The only weakness in our current family and community engagement model is that it is not the traditional model and others have trouble understanding it.

Indicate needs related to strengths and weaknesses:

DHS needs support with supporting the students socially and emotionally to finish high school and continue on to post secondary education or the workforce. The Flourish Initiative is now providing this needed support through case management and mentoring that extends beyond the high school experience.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- School mission/vision
- Average class size
- School climate
- Management and governance
- Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

In 2021, DHS became the first and only school in the state to be recognized as a Level 1 High Reliability School by the Marzano organization. Also, the DMGroup, was hired to analyze secondary student scheduling and to provide feedback. Douglass High School received the following Commendations:

1. Douglass High School has prioritized embedding math, reading, and writing curriculum and instructional strategies into all of their classes. The school recognizes that strong tier 1 instruction is a powerful lever in raising student achievement and has made it a school-wide responsibility to integrate common themes of math, reading, and writing into all of their courses.
2. Douglass High School has dedicated a note-worthy amount of time to instructional activities. Douglass High School students are spending a majority of their time in instructional activities. On average, students spend nearly 92% of their day in core and non-core classes.
3. The school makes excellent use of staff to maximize the number of offerings available to students across multiple departments. The school leverages every staff member to maximize the number of offerings students have. Several teachers picked up a section or two of physical education, and a majority of teachers teach six or seven periods in a two-day cycle.

Our school mission is to reengage students that are at risk for dropping out, help them to successfully complete that secondary education and to assist them in creating a productive post-secondary plan. This plan clearly aligns with ½ of the our MSIP 5 plan and guides everything that we do at DHS. One example of the success of our adherence to our mission is that we have reduced our OSS from 891 days in 2010-2011 school year to about 40 in 2018-2019. We have clear expectations, they translate to clear and measurable outcomes.

Weaknesses:

The main weakness with our context and organization is that we cannot control the lives of our children outside of school. We provide a consistent and predictable environment for our students. Unfortunately, many of my students do not have home lives the same consistency.

Indicate needs related to strengths and weaknesses:

DHS needs support with supporting the students socially and emotionally to finish high school and continue on the post secondary education or the workforce. The Flourish Initiative is now providing this needed support through case management and mentoring that extends beyond the high school experience. This program is also providing students with multiple internship opportunities.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..." (Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	
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	Our priorities are: 1. Continue improving DHS Curriculum focusing on reading, technology integration, and post-secondary skills and opportunities.
2	2. Begin to work on skills that are specific to the Accuplacer, so that students that are headed to community college and technical schools can minimize the number of remedial courses they must take.
3	Continue to build a network of community partners to increase our students' access to productive post-secondary opportunities.

Schoolwide Program [Hide](#)

1020 FREDERICK DOUGLASS HIGH

SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. Section 1114 (b)(2)

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

STRATEGIES TO ADDRESS SCHOOL NEEDS Section 1114 (b)(7)(A)

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input checked="" type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

Instructional personnel	
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	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Professional Learning Communities

Schoolwide Positive Behavior Support

Response to Intervention

Other

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Teachers committed to the PLC process six years ago. Through this work, DHS faculty scoped and sequenced all content areas and subsequently wrote Units of Study for each topic discussed. These Units of Study have made it easy for us to update and incorporate: technology when we went 1:1, poverty research when that was the district's focus, writing when that was the building's focus and reading as that is the new building's new focus.

- Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

While the expectation of the state is that DHS increases the amount of learning time for students, I'd like to reiterate what the DMGroup stated about Douglass High School. he DMGroup, was hired to analyze secondary student scheduling and to provide feedback. Douglass High School received the following Commendations:

1. Douglass High School has prioritized embedding math, reading, and writing curriculum and instructional strategies into all of their classes. The school recognizes that strong tier 1 instruction is a powerful lever in raising student achievement and has made it a school-wide responsibility to integrate common themes of math, reading, and writing into all of their courses.
2. Douglass High School has dedicated a note-worthy amount of time to instructional activities. Douglass High School students are spending a majority of their time in instructional activities. On average, students spend nearly 92% of their day in core and non-core classes.
3. The school makes excellent use of staff to maximize the number of offerings available to students across multiple departments The school leverages every staff member to maximize the number of offerings students have. Several teachers picked up a section or two of physical education, and a majority of teachers teach six or seven periods in a two-day cycle.

- Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

To increase the amount of time DHS students receive, we will work on creating a summer school option for summer of 2023 and create a zero hour option for students during the 2022-23 school year.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

DHS is the alternative school for Columbia Public Schools. We accept the students that our comprehensive could not graduate. They are all credit deficient, many have some type of documented mental health issue, most have a high degree of truancy, and we are expected to produce the same EOC, Graduation, CRR and attendance rates as schools that will no longer enroll these students.

Activities will (mark all that apply)

Improving students' skills outside the academic subject areas

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools
 - Other

Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services

Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

Teachers committed to the PLC process six years ago. Through this work, DHS faculty scoped and sequenced all content areas and subsequently wrote Units of Study for each topic discussed. These Units of Study have made it easy for us to update and incorporate: technology when we went 1:1, poverty research when that was the district's focus, writing when that was the building's focus and reading as that is the new building's new focus. This fall we will complete Level 2 of Marzano's High Reliability Schools and work with Marzano to create proficiency scales for all core classes.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

DHS has very low turnover of staff. The teachers at DHS are committed to the education of students with many risk factors for not graduating. DHS is a family and teachers feel and live that adage every day.

Assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

PARENT COMMENTS Section 1116 (c)(5)

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

Yes

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District/LEA Comments

DESE Comments

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