



2022-25 Title I Schoolwide Diagnostic for ACIP\_08302022\_13:38

2022-23 Title I Schoolwide Diagnostic for ACIP

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## Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

*Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.*

## 2022-23 Title I Schoolwide Diagnostic for ACIP

### Component 1: Comprehensive Needs Assessment (Sec. 1114(b)(6))

#### 1. How was the comprehensive needs assessment conducted?

Needs assessments were conducted through parent, student, and staff surveys. Surveys were created through Cognia and Google Forms and distributed in class. Surveys were also sent by email to staff, and through links on the school's social media for all stakeholders. Callouts and bulk emails were also sent. Surveys were distributed in May 2021, May 2022, May 2023, and April 2024. A reminder to complete surveys was sent in August 2022 due to a low number of responses on the parent and Title 1 survey. Our Title 1 committee met yearly each summer to discuss survey results, including school strengths, weaknesses, and needs. All of this information was used collectively to give us a comprehensive view of the needs of our school.

#### 2. What were the results of the comprehensive needs assessment?

The comprehensive needs assessments show the need for increased opportunities for parental involvement, an increase in professional learning opportunities for teachers in new and innovative instructional strategies, and the need for various new technologies to be utilized in the classroom. Due to the recent pandemic, we also have a need for interventionists to help our struggling students catch up on missed learning opportunities, especially in math.

#### 3. What conclusions were drawn from the results?

Our school is focused on increasing parental involvement, purchasing requested technology, offering needed professional development for staff, and providing resources to our students that will allow them to make up for missed learning opportunities during the pandemic. These areas were identified as the critical needs to allow our students to reach their maximum potential.

#### 4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The overall perception of our school from the surveys completed yearly by parents, students, and staff is positive. Our school has a strong family atmosphere. Parents, students, and staff recognize our improvements from previous years and want to be involved in the continuation of improvement within our school. Staff was positive of leadership within our school and aspired to improve upon instruction through the use of varied instructional strategies. The demographics of the school are similar to previous years and include a diverse group of students with a high percentage of low socioeconomic status. ACT scores have steadily improved each year. The consensus of our leadership and Title 1 committees is that more work is required to bolster scores. For the 2022-2024 school years, we provided ACT preparation through Method Test Prep, and our juniors worked on this program

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during their 8th-period enrichment class. Beginning in the 2023-2024 school year, we added the College Equipped Readiness Tool [CERT] as an ACT test preparation initiative. CERT provides individualized, targeted lessons for remediation and test prep based on the students' three practice exams taken in the Fall, Winter, and Spring. For the 2024-2025 school year, Method Test Prep was fully replaced by CERT as our ACT test preparation program for enrichment. In addition to these online programs, we are in partnership with the Bailey Group to provide classroom coaching and test preparation as well as a school ACT boot camp. We also provide resources for our seniors to allow them to be successful on the WorkKeys exam. Seniors are enrolled in the following Edgenuity courses for their 8th-period enrichment class: ACT WorkKeys: Applied Math, ACT WorkKeys: Graphic Literacy, and ACT WorkKeys: Workplace Documents.

5. How are the school goals connected to priority needs and the needs assessment?

The needs assessment is directly used to create the school goals. The overall data that is collected by our leadership team greatly influences and guides our school goals. We recognize from surveys, student data, and community/stakeholder feedback that we have specific areas that need to be addressed. Parent involvement, remediation/intervention, needed technology, and teacher professional development were the main ideas and areas that need to be addressed. These areas were identified through a holistic view of our priority needs and need assessment.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

We utilize student assessment data along with the needs assessment and survey data to analyze the needs of our school, which then led to our goals. Our leadership team met to analyze the data, and we were in agreement about the goals that emerged from these meetings. Each type of data, although different, gave us the same set of goals. All of our varied data was used to provide our goals, and all of the goals had multiple sources of data that highlighted our needs.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Goals are created with every student in mind, especially our disadvantaged students. Since we are a high poverty school, we seek to purchase the needed materials for our students that are economically disadvantaged. Because of this, we have purchased a lot of ChromeBooks that our students use throughout the day and take home with them. We also employ a math interventionist that works with students who have been identified as struggling in math. The majority of the students the math interventionist works with come from families identified as low socioeconomic status. We also provide classroom resources through our Title 1 purchases that our school and students would not be able to afford without this support. Chromebooks, interactive panels, microscopes, and reader pens are a few

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of the technological resources that will be purchased to support our disadvantaged students. In addition, our students are screened three times a year to determine student improvement using iXL. Title III allocations help meet the individual needs of EL students, and we have a translator available at all times to assist. We are also fortunate to have multiple bilingual staff members that are available to help if needed. Every effort is made to communicate with parents in a language they can understand. Special education students receive services according to their IEP; this includes inclusion classes, transition classes, and one-on-one assistance as needed. All students identified as homeless qualify for services, such as school fees paid, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing and personal items. This is available through the district's Homeless Grant. Douglas High School also offers the "Eagle's Nest", a clothing, food and personal item bank, available to any student needing assistance. In the aftermath of COVID shutdown and the requirements of the pandemic, DHS is proactive to provide mental health trainings and initiatives to support students and staff with their mental health needs. MCS utilizes a Mental Health Coordinator and Social workers to help with the mental health needs within our district. Our staff is trained in Meagan's Law, Jason Flatt Act, Youth Mental Health First Aid, QPR Training, and Suicide Prevention and awareness training. We also use Panorama Survey to gather baseline data on student wellness.

## Component 2: Schoolwide Reform Strategies (Sec. 1114 (7)(A)(i)(ii)(iii)(I)(II)(III))

1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Recently, we have been making a major investment in the professional learning of our teachers. Last year, four teachers participated in ACT Instructional Mastery classes. These classes give our teachers the needed insight and skills to help our students increase their ACT scores. We have also budgeted other financial resources for the professional learning of our staff. Through teacher self-assessment, classroom observation, and faculty meetings, we determine the professional learning needs of our staff and use our budgeted funds to find the appropriate professional development. We have also made a major investment in technology. Over several years of careful budgeting and planning, we have become a 1:1 Chromebook school. All students have access to a Chromebook at school and at home. Similarly, we have made a major investment in technology for each classroom. All classrooms have interactive panels that teachers use for classroom instruction. Another important instructional strategy for our school is to employ an intervention teacher for math. This teacher is able to meet with students outside of the regular math classroom time and provide needed remediation and additional help. This additional help and remediation is an important goal for the success of our students. Our students have academic enrichment time that allows for Tier III instruction, mentor groups and study hall as well as test preparation. We provide fine arts, AP courses, dual enrollment classes, ACCESS learning, tech school opportunities, virtual academy, and co-op opportunities. Our math department offers SREB program, and our science department works closely with AMSTI to

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provide hands-on learning opportunities for our students. Students in need of additional support also have the iXL program available to them; this program provides individualized instruction to help the student improve academically.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Douglas High School employs several different policies and programs to support our student body. We have a district-wide mental health coordinator, and he and our two social workers, are available for meetings and conferences with students. We also have a peer helper group that is overseen by two faculty members. They work to encourage and uplift our student body, which is a great help to our overall mental health. Our eighth period is set aside for social-emotional and academic services. Our freshmen work through several mental health modules, and our tenth grade also works through SEL modules and begins ACT preparation. Our juniors work mainly on ACT remediation and review, and our seniors work on WorkKeys and college/workforce preparation. During eighth period, our teachers also mentor individual students and help with any of their needs. Our senior sponsors work extensively with our seniors on college applications, resumes, and other needed skills for college or careers. Our counseling department meets often with each grade to share the upcoming academic and career tech opportunities that will be available. Our problem-solving team meets monthly to address the academic and disciplinary needs of our students. This team includes teachers and administrators, and this comprehensive approach allows the team to look at the academic, attendance, and disciplinary needs of each student. The team can make a recommendation for special education testing if they find that it's warranted. Our staff is well trained in meeting the mental health needs of our students. We use a referral process for mental health services and have school-based mental health therapists. Our teachers receive training in Meagan's Law, the Jason Flatt Act, Suicide Prevention and Awareness, Youth Mental Health First Aid, and QPR.

Students use Panorama Survey to provide baseline information on their foundational wellness.

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day.**

After-school academic tutoring was available every Tuesday and Thursday, free of charge, during the 2022-2024 school years. After multiple years of offering this service, the program was discontinued due to the decrease in need for the service, as represented by the data obtained from the program. Our students have access to Google Classroom and several applications in Clever that can be used at home to allow them extra academic support, and this is mainly due to all students having access to Chromebooks at home. Clever is an app that allows our students to have a single login for academic support. This online resource is available at all times, and students can get extra help with ACT preparation. Summer school is offered for any student who fails a class so that they may stay on track to graduate with their cohort.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Migrant services are provided to help ensure that all needs are met for those who qualify, such as home visits, translation, appointments, and transportation. For EL students, DHS provides support in classes with a full-time EL teacher, provides communication in the native language, and classroom teachers use the WIDA standards. We offered sheltered social studies and English classes for our EL students. For Economically Disadvantaged students, we provide free meals. Through the Community Eligibility Program, all of our students receive a free breakfast and lunch. DHS has 4 full-time special education teachers who provide support through inclusion classes. DHS works in conjunction with the juvenile probation office and the Department of Human Resources to address the needs of those students identified as neglected and/or delinquent. Marshall County Schools supplies a homeless advocate who works closely with a liaison from each grade level to identify and meet the needs of the homeless youth.

5. Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Translators are available as needed. In addition, we also have 2 bilingual staff members who are available. The DHS EL teachers meet with EL parents as needed.

6. What is the school's teacher turnover rate for this school year?

The turnover rate was higher for the 2022-2023 school year than in previous years, mostly due to transfers within the school and district. Total turnover was 10%. Of those who are no longer employees, there was one retirement, two transfers within the same school district, and one teacher who left the district for another position. For the 2023-2024 school year, DHS had one teacher resign their position. Overall, the teacher turnover rate is typically extremely low.

7. What is the experience level of key teaching and learning personnel?

Our faculty consists predominantly of teachers with over ten years of experience. The most experienced member of our faculty is in her 45th year as an educator. For the 2022-2023 year, we had one first-year science teacher and one first-year English teacher. In addition, we have new hires in Math, EL, English, and Career Preparedness/Kinesiology who have previous experience. We had two new positions added, an English interventionist and a sheltered EL math teacher. For the 2024-2025 school year, one new teacher replaced a departing English teacher who had only two years of experience.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

We do not typically have a high turnover rate. Our school works to foster an environment that is inclusive and that mentors new employees. These strategies increase teacher retention.

9. Describe how data is used from academic assessments to determine professional development.

Douglas High School determined a weakness in English and math based on ACT and PreACT data. To combat this problem, we provided the opportunity for more English and math teachers to attend ACT Instructional Mastery PD. In addition, we added an English interventionist to the staff for the 2022-2024 school year, and we added a math interventionist to the staff for the 2022-2025 school year. This effort is to help struggling students in math and English. Our district instructional coaches work closely with both Math and English teachers to help improve instruction and provide multiple opportunities for teachers to receive professional development. iXL data, along with class data, is used to diagnose where a student is lacking skills and allows the teachers to work one-on-one, in small groups, or in large groups to meet the needs of students. Teachers received PD to understand how to use the iXL program. We continue to work on professional development opportunities in English and math yearly. We have seen improvements and would like those to continue. In addition, our district partners with the Bailey group to offer mentoring, PD, and ACT sessions for our teachers and students.

10. Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

The district provides opportunities for professional development throughout the year. In addition, DHS conducts monthly professional development sessions for faculty. Sessions are created based on data received from teachers regarding their perceived areas of weakness through self-evaluation and observations. We have increased our professional development budget to allow teachers to attend professional development courses in addition to what is provided by the district and school. We will have additional teachers complete the ACT Instructional Mastery professional development each year as well as AP teachers who completed the summer training sessions for their courses. Teachers are encouraged to attend professional development they feel will enhance their ability to educate our students.

11. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

Each department leader supports the teachers within their department, regardless of tenure of the teachers. All new teachers are paired with a mentor from their department as well. DHS prioritizes mentoring and collaboration and has scheduled meeting times each month for this purpose. One Wednesday each month teachers meet with their mentor, uninterrupted, for seventy minutes. In addition, each department meets monthly for one hour.

12. Describe how all professional development is "sustained and ongoing." DHS has increased the professional development budget to provide more support to teachers. Teachers are encouraged to use their self-evaluation and observation data to determine professional development opportunities that may benefit them. Marshall County Schools provides professional development opportunities throughout the school year to promote ongoing learning. Teachers may also complete the "Request for PD" Google Form to request a specific topic for our monthly school-level professional development sessions. In addition, teachers meet with their department monthly and often work on professional development specific to their department throughout the year.

13. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

To help with the transition from middle school to high school, DHS works alongside DMS to discuss graduation requirements and tour the high school. Our FBBLA conducted a club fair that all students in grades 8-11 attended to better understand the opportunities available at the high school. Our counselor meets with each grade level at the high school to discuss relevant information for the specific grade level, such as standardized tests and assists students with transcript audits to ensure students understand the requirements to graduate. In the 9th grade, students are visited by the Marshall Technical School counselor and learn more about the

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programs and requirements for attendance. They are also taken on a tour of MTS to see the programs and shops they may be able to attend as 10th graders. DHS encourages students to attend college tours and college and career fairs. We also provide the opportunity for guest speakers to discuss various professions. Our seniors are able to participate in a mock interview day, in which they can use their resume and interview skills to practice for the interview process. This opportunity has led students to gain employment with the businesses represented in this activity.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

### **(N/A for Elementary Schools)**

Title II allocations are utilized to help meet the individual needs of our EL population. EL students have their needs addressed in the regular classroom with an EL teacher providing assistance. The WIDA standards are utilized in each core class to ensure the needs of our students are met. Migrant funds help students identified as migrants. Our district migrant recruiters assist families and work closely with our students. DHS employs a full-time translator to assist both during the school day and as needed at after-school events. In addition, an EL aide is available in the classroom to help students. Every effort is made to communicate with parents in a language they can understand. Students with an IEP receive services needed based on their IEP; this includes inclusion classes, transition classes and one-on-one assistance when needed. For the 2022-20224 school years, DHS employed two paraprofessionals to assist special needs students, and for the 2024-2025 school year, there were three paraprofessionals employed to assist special needs students. Any student identified as homeless qualifies for services, such as school fees paid, shelter, food, medicine, educational field trips paid, dental and health care assistance, transportation, clothing, and personal items. This is available through coordination with our district homeless liaison.

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The leadership team disaggregates the available data (from the state report card to ACT scores) to determine weaknesses as well as celebrate accomplishments. We

research methods of instruction and programs that will help meet needs in deficit areas and implement plans for increasing achievement.

2. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

DHS determines/monitors student progress as well as growth on state testing based on the results from formative tests. We also meet monthly in the problem-solving team (PST) to determine the best course of action for students who are at-risk of failing due to grades and/or behavior. As a team, PST determines the best course of action for an individual to succeed, whether that be through strategies, a researched-based individualized program, or referral to special education. Our school focuses on improvement and academic growth.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

When it is necessary to alter the plan, the DHS leadership committee (consisting of lead teachers from all departments, counselors, and administrators) meets to determine the next course of action. The plan is then modified and distributed to the faculty. Regular walkthroughs are utilized to determine if the current course of action is conducive and if the plan needs to be altered to meet the new needs of the students. A copy of the CIP is available for stakeholders online. If revisions are needed, the team will reconvene to determine the next course of action.

#### Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))

NOTE: Not all schools receive all of the funding sources mentioned.

1. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The Marshall County Board of Education coordinates and integrates educational services with the following programs and agencies, ensuring that our plans, goals and objectives are communicated so that all responsible remain in compliance with state and federal regulations. Homeless services, in order to provide resources to families who are by definition homeless, may assist with materials, supplies, health care and tutoring. English as a Second Language (EL) provides translated forms and materials, help to Hispanic families, and tutoring services for children. Marshall County Child Nutrition Program provides nutritional food service to all children in Marshall County Schools. Special Education, in order to meet the needs of all Marshall County students, provides vision, hearing, speech, and academic assessment screening and testing to students referred to Special Education and by

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providing services to all students who qualify for under Alabama Administrative Code. Migrant Program provides additional services to families who meet the definition of "migrant" and may provide supplemental education, medical, academic assistance, clothing and assistance with referral to appropriate agencies for other needs. At-Risk program provides referrals for children who need alternative education. Title II Professional Learning Program assists with staff training and with other technology-based programs. . The district Technology Director and IT team ensure that technology is integrated. The Continuous Improvement Leadership Team ensures that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents are personally involved with the development of the individual school-wide plan, including resource use. Title 1 resources are used to supplement support for EL students, children with disabilities, migrant students, and neglected and delinquent youth. Mental health services are provided along with ensuring all staff are trained to best support students with mental health needs.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

Douglas High School coordinates and integrates educational services with various programs and agencies, working together to ensure that plans, goals and objectives are communicated and that there is compliance with all state and federal regulations. -Homeless in order to provide resources to families who are by definition homeless. Services may include materials, supplies, health care, and tutoring. -English as a Second Language (EL) by providing translated forms and materials, providing help to Hispanic families, providing tutorial services for children. -Marshall County Child Nutrition Program provides nutritional food service to the children of Marshall County. MCS is a Community Eligibility Program district; therefore, all students receive breakfast and lunch at no cost daily. -Special Education, in order to meet the needs of all Marshall County students by providing vision, hearing, speech, and academic assessment screening and testing to students referred to Special Education and by providing services to all students who qualify under the Alabama Administrative Code. -Migrant Program by providing additional services to families who meet the definition of "Migrant." (supplemental education, medical, academic assistance, clothing, and referral to appropriate agencies) -At-Risk program by providing referrals for children who need alternative education. -Title II Professional Learning Program to assist with staff training and with other technology-based programs. (district technology Director and other technology specialists to ensure that technology is integrated across the curriculum) -Continuous Improvement Leadership Team to ensure that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents personally involved with early childhood development, vocational development, special needs and disabilities, and student welfare are instrumental in developing the local educational master plan for instruction, Some Title 1 resources are used to

supplement support for children with Limited English Proficiency, children with disabilities, migratory children, neglected and delinquent youth. This process is accomplished through consultation with non-Title 1 personnel best able to assess the needs of Title 1 children with special needs. Additional Title 1 support is made available through set-aside resources for eligible children when other means of support have been exhausted. Mental health services are provided along with ensuring all staff are trained to best support students with mental health needs.

## ACIP Assurances

### Instructions:

By responding to the questions attaching evidence where required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

YES

NO

N/A

### ATTACHMENTS

#### Attachment Name

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-  2022 DHS Title 1 Budget
-  2022 Parent Sign-in Sheet
-  2022 Title 1 Budget Meeting Sign-in Sheet
-  2022-2023 Compact
-  2023 DHS Title 1 Budget
-  2023 Title 1 Parent Meeting Sign-in
-  2023-2024 Compact
-  2023Title1BudgetMeetingSign-in



2024 Title 1 Parent Meeting Sign-in



2024-2025 School Compact



DHS Carryover Budget

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A) (i)-(ii), Parents' Right-to-Know, are implemented systematically.

**YES**

NO

N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

**YES**

NO

N/A

## Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

A Title I parent meeting was held on Thursday, September 15, 2022, August 22, 2023, and August 22, 2024, in the school lunchroom. Parents were notified through social media, phone calls, and email using the One Call Now system. We have a large population of Spanish-speaking families; therefore, we have a translator at our Title I meeting each year. All meeting notifications are sent in English and Spanish. We invite parents from any demographic to participate in deciding on how the funds will be spent for the next year. We have parent representation on the committee yearly, and we encourage all parents to be involved.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

Parent meetings are typically held at the most opportune time for the majority of our families to attend. DHS has a large population of Spanish-speaking families; therefore, we have a Title I meeting that includes a translator. All meeting notifications are sent in English and Spanish. A PowerPoint presentation is available for any parent who may have missed the meeting. It can be viewed online. During the summer, DHS has schedule-pickup days where students and parents can come in to talk to the counselor, pick up schedules, and tour the campus. All parents are encouraged to attend the Title I parent meeting, any scheduled parent-teacher conferences, award celebrations, fundraisers, and athletic events.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

DHS makes an attempt to include any and all parents willing to participate in the decision-making of how Title funds will be spent. Each year, we have parents who will serve on the committee to help determine what they see as the largest needs of the school, as well as serve on the System-Wide Advisory Council. Title I parent surveys are normally distributed at the end of the school year to determine needs for the following year. We distributed the surveys yearly, typically at the end of the school year and again at the beginning of the next school year if participation is low. We use the data gained from surveys to improve the Title I program and to plan our school year.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Parental Involvement funds were utilized to purchase print materials to be distributed to parents. The print materials purchased include ACT and WorkKeys information and practice questions.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Due to the high EL population, all parental contact is sent in English and Spanish. We have translators available to make any needed phone calls to parents. Title I Parent meetings are held concurrently in both English and Spanish in an effort to reach all stakeholders in their native language. In addition, we have bilingual staff members to assist with any translation needs.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The School-Parent Compact is reviewed by the leadership team to determine if any changes are needed. We update it yearly to meet the needs of our students. The compact is then translated and distributed to the population. The compact is signed by the principal and the students' first-period teacher. Students are responsible for bringing back the form with both their signature and a parent's signature. Our first-period teachers keep these forms on file for the remainder of the year. All stakeholders are asked to sign a parent-school compact signifying their commitment to working in partnership with the school to ensure their student's success in DHS.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Our administrative team makes it a priority to listen to and value the thoughts and opinions of our stakeholders. At any time when a parent is dissatisfied with a portion of our CIP, they can meet to talk to or email an administrator about the issue. If the issue is valid, then the administrator will conduct a CIP meeting with the committee to determine the next steps.

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6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

DHS hosts an annual parent meeting held at the beginning of the school year. Parents are given an explanation regarding Title 1, what services will be offered and how parents have the right to be involved in their children's education. After the Title I meeting, parents are encouraged to communicate with their child's teacher, learn about individual class assessments, and what role they can have in helping their child succeed in the classroom. The Marshall County School System, in coordination with school administration, will conduct in-service programs focusing upon the state content standards, student academic achievement standards, state and local assessment, and Title I requirements. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their child's academic achievement such as literacy training, and using technology, as appropriate to foster parental involvement: The System-Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of parental involvement funds. All parent education opportunities are provided in collaboration with federal programs, local schools, and the Marshall County Home Visitation Program. Parents are notified about the opportunities through advertisements in the local newspapers, website, and flyers. We will utilize newsletters, websites, social media to connect with families. Marshall County Schools will to the extent feasible and appropriate coordinate and integrate parental involvement programs and activities with parents and stakeholders. In 2022-23, we introduced a Parent Orientation Meeting. This meeting was held to inform various different programs and opportunities as well as train them in how to use Google Classroom and PowerSchool to keep up with their students' attendance and grades. Teachers communicate with parents regularly to ensure they are involved in the education of their students. Phone calls and/or letters are sent at the end of each grading period to ensure parents are informed of any academic issues regarding their child.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall educate teachers, office personnel, and other school 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.

DHS provides resources for parents at meetings, in addition, to support for Spanish speaking parents. We provide opportunities for parents to share their opinions on committees such as the ACIP and Title I budget committees. DHS supports families with teacher communication about grades and behavior. Teachers encourage parents to participate in their student's education through conferences, phone calls, emails, and letters. Teachers keep their websites updated with contact information available for parents. Parents are invited to attend awards ceremonies, participate in fundraisers, and attend athletic events. In addition, there are booster clubs available for the parents to be a part of in order to support our students. When necessary to get the attention of the masses, DHS uses an all call communication system to call out to all parent contacts in order to distribute pertinent information as well as the use of various social media platforms.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

We conducted multiple parent meetings for the beginning of the year. In addition, there are multiple opportunities for parents to partner with teachers when students are identified as struggling; teachers are encouraged to contact parents to build strong partnerships for the success of our students. Students and parents have resources available to them through our counseling office for various issues they may experience throughout the year. Parents are always welcome to contact school administrators, counselors, and their child's teachers when they need to share information or ideas.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Anytime DHS sends home a letter to all students and families, it is translated into Spanish. If we make an all-call, it is also available in Spanish. It is our intent to reach all parents regardless of language barriers. We have a translator on campus at all times in case there is ever a need for one.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall provide such other reasonable support for parental involvement activities as parents may request.

DHS provides parents with surveys yearly in order to celebrate our victories and highlight improvements. We hope that parents participate in these surveys to better help us provide for their students. All surveys will be provided in English and Spanish (when available).

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Anytime DHS sends home a letter to all students and families, it is translated into Spanish. If we make an all-call, it is also available in Spanish. It is our intent to reach all parents regardless of language barriers. We have a translator on campus at all times in case there is ever a need for one. DHS is also a handicapped-accessible campus to meet the needs of any student or parent who may have need.

## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

**I have completed and uploaded the Coordination of Resources - Comprehensive Budget.**

I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

### **ATTACHMENTS**

#### **Attachment Name**

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 2024-2025 DHS Coordination of Resources

 dhs comp

## eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

- Yes
- No

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022 DHS Title 1 Budget		• 1
 2022 Parent Sign-in Sheet		• 1
 2022 Title 1 Budget Meeting Sign-in Sheet		• 1
 2022-2023 Compact		• 1
 2023 DHS Title 1 Budget		• 1
 2023 Title 1 Parent Meeting Sign-in		• 1
 2023-2024 Compact		• 1
 2023Title1BudgetMeetingSign-in		• 1
 2024 Title 1 Parent Meeting Sign-in		• 1
 2024-2025 Coordination of Resources		•
 2024-2025 DHS Coordination of Resources		•
 2024-2025 School Compact		• 1
 DHS Carryover Budget		• 1
 dhs comp		•

**Critical Initiative**

On Track

Conduct class meetings to discuss high expectations, importance of school attendance, and consequences for excessive absences. Conduct individual meetings as needed throughout the school year.

**Objective:**

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.



### Critical Initiative

On Track

Increase student engagement in the classroom through varied learning activities to encourage students to attend school.

**Objective:**

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

### Activity

PD to increase variety of learning activities

**Person responsible:** Teachers/Admin.

**Launch Date:**

**Required Resource(s):**

Financial Resource: \$10000.00

Source of Funding: Title I

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

PD registration, travel, and substitutes

Benchmark:

Date:

**Critical Initiative**

On Track

Perform weekly attendance checks to monitor student absences and enact the attendance protocol for unexcused absences.

**Objective:**

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.



Critical Initiative

On Track

Mail letters weekly to inform parents of absences for students with 1 and 3 unexcused absences.

Objective:

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

Activity

Postage for weekly attendance letters

Person responsible:

Admin/Attendance Secretary

Launch Date:

Required Resource(s):

Financial Resource: \$2882.04

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)

Critical Initiative

On Track

Implementation of Ready to SOAR (Character ed. initiative)

**Objective:**

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

**Critical Initiative**

On Track

Use of SEL initiatives such as Peer Helpers, Edgenuity Modules, and mental health check-ins as a preventative measure.

**Objective:**

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

On Track

**Critical Initiative**

Conduct a schedule pick-up day for students and parents to receive schedule, pay for parking, and tour school.

**Objective:**

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

**Critical Initiative**

Conduct a parent orientation night for parents to learn important information about credits, graduation requirements, state testing, CIP, Google Classroom and PowerSchool.

**Objective:**

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

agement

Critical Initiative

On Track

Provide information to parents through social media, school website, and automated phone call, text, email, or letter.

Objective:

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

Activity

Postage for Letters-See total above

Person responsible:

Launch Date:

Required Resource(s):

Financial Resource:

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)

**Critical Initiative**

Conduct an open-house/parent meeting to teach parents how to read test data results for their student and to answer any questions they have.

**Objective:**

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

On Track

**Critical Initiative**

Conduct various activities that parents are invited to and allow them the opportunity to volunteer at these events. Examples include Homecoming, Harvest Festival, Eagle Week, and Veteran's Day Program)

**Objective:**

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

Engagement

**Critical Initiative**

On Track

Conduct a Title I Parent Night.

**Objective:**

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

Engagement

Critical Initiative

On Track

Provide communication in English and Spanish.

**Objective:**

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

Achievement

Critical Initiative

On Track

Increase the variety of instructional strategies utilized.

**Objective:**

Increase academic growth and achievement through instructional transformation.

Activity

PD Opportunities-See total amount of \$10,000 above

**Person responsible:** Teachers/Admin

**Launch Date:**

**Required Resource(s):**

Financial Resource:

Source of Funding:

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Activity

Renaissance K-12

**Person responsible:** Teachers/Admin.

**Launch Date:**

**Required Resource(s):**

**Financial Resource:** \$25364.04

Source of Funding: Title I

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

On Track

**Critical Initiative**

Increase resources and supports to allow for instruction that meets the needs of all students.

**Objective:**

Increase academic growth and achievement through instructional transformation.

Activity

Purchase Chromebooks

**Person responsible:** Admin.

**Launch Date:**

**Required Resource(s):**

**Financial Resource:** \$17830.77

**Source of Funding:** Title I

**Other Resource:**

**Activity Measure(s)**

**Benchmark(s)**

Activity

Additional staff to meet the needs of all students

**Person responsible:** Admin.

**Launch Date:**

**Required Resource(s):**

**Financial Resource:** \$126737.36

**Source of Funding:** Title I

**Other Resource:**

**Activity Measure(s)**

**Benchmark(s)**

Activity

RenaissanceK-12/See total amount of 25364.04 above

**Person responsible:** Teachers/Admin.

**Launch Date:**

**Required Resource(s):**

**Financial Resource:**

**Source of Funding:**

**Other Resource:**

**Activity Measure(s)**

**Benchmark(s)**

Achievement

On Track

Critical Initiative

Provide professional development opportunities for teachers to grow in their ability to reach all students.

Objective:

Increase academic growth and achievement through instructional transformation.

Activity

PD Budget-See total amount of \$10,000 above

Person responsible: Teachers/Admin.

Launch Date:

Required Resource(s):

Financial Resource:

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)

Achievement

### Critical Initiative

At Risk

Provide during and after-school opportunities for intervention (including Math intervention and Reading/Writing intervention).

Program was discontinued at the end of the 2023-2024 school year due to lack of participation and lack of funding.

**Objective:**

Increase academic growth and achievement through instructional transformation.

### Activity

Sci. Interventionist/incl. in title I staff above

**Person responsible:** Admin.

**Launch Date:**

**Required Resource(s):**

**Financial Resource:**

**Source of Funding:** Title I

**Other Resource:** \$2863.76 of total Title I staff budget

**Activity Measure(s)**

**Benchmark(s)**



Critical Initiative

On Track

Provide students with a ChromeBook to be used for academics at home and school.

Objective:

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

Activity

Purchase of Chromebooks-see 17830.77 above

Person responsible: Admin.

Launch Date:

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding: Title I

Activity Measure(s)

Benchmark(s)



**Critical Initiative**

On Track

Provide teachers with interactive panels or other technologies as requested for academic advancement in their classrooms.

**Objective:**

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.



Critical Initiative

On Track

Utilize online platform(s) for students and parents to stay informed.

**Objective:**

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.



Critical Initiative

On Track

Invest in online resources for intervention and progress monitoring in math, reading and test preparation.

Objective:

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

Activity

Renaissance K-12. See total Title I above

Person responsible: Teachers/Admin.

Launch Date:

Required Resource(s):

Financial Resource:

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)



Critical Initiative

On Track

Utilize technology in lessons.

Objective:

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

Activity

Purchase of Chromebooks-see above

Person responsible: Teachers/Admin.

Launch Date:

Required Resource(s):

Financial Resource:

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)



### Critical Initiative

On Track

Provide professional development for teachers on technology topics and programs.

**Objective:**

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

### Activity

PD Registration, travel, & substitutes-see above

**Person responsible:** Teachers/Admin.

**Launch Date:**

**Required Resource(s):**

Financial Resource:  
Other Resource:

Source of Funding: Title I

**Activity Measure(s)**

**Benchmark(s)**

### Activity

Purchase of Chromebooks-see above

**Person responsible:** Admin.

**Launch Date:**

**Required Resource(s):**

Financial Resource:  
Other Resource:

Source of Funding: Title I

**Activity Measure(s)**

**Benchmark(s)**

### Objective

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

#### Critical Initiative

Conduct class meetings to discuss high expectations, importance of school attendance, and consequences for excessive absences. Conduct individual meetings as needed throughout the school year.

Start Date: 08/09/2022

End Date: 05/22/2025

#### Key Measures

Return of Handbook Receipt

Attendance at Class Meeting

#### Critical Initiative

Increase student engagement in the classroom through varied learning activities to encourage students to attend school.

Start Date: 08/09/2022

End Date: 05/22/2025

#### Key Measures

Lesson Plans

Student Survey Data

#### Critical Initiative

Perform weekly attendance checks to monitor student absences and enact the attendance protocol for unexcused absences.

Start Date: 08/19/2022

End Date: 05/22/2025

#### Key Measures

Attendance Data

#### Critical Initiative

Mail letters weekly to inform parents of absences for students with 1 and 3 unexcused absences.

Start Date: 08/19/2022

End Date: 05/22/2025

#### Key Measures

Documentation in PowerSchool & Spreadsheet

Parent Survey Data

Parent Conference Data

#### Critical Initiative

Implementation of Ready to SOAR (Character ed. initiative)

Start Date: 08/09/2022

End Date: 05/22/2025

#### Key Measures

Attendance Data

#### Critical Initiative

Use of SEL initiatives such as Peer Helpers, Edgenuity Modules, and mental health check-ins as a preventative measure.

Start Date: 08/09/2022

End Date: 05/22/2025

#### Key Measures

Mental Health Data

### Objective

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

#### Critical Initiative

Conduct a schedule pick-up day for students and parents to receive schedule, pay for parking, and tour school.

Start Date: 08/04/2022

End Date: 05/22/2025

#### Key Measures

Parent Survey Data

#### Critical Initiative

Conduct a parent orientation night for parents to learn important information about credits, graduation requirements, state testing, CIP, Google Classroom and PowerSchool.

Start Date: 08/16/2022

End Date: 08/16/2022

#### Key Measures

Parent Survey Data

Parent Sign-In Sheet

#### Critical Initiative

Provide information to parents through social media, school website, and automated phone call, text, email, or letter.

Start Date: 08/01/2022

End Date: 05/22/2025

#### Key Measures

Parent Survey Data

Social Media Data

Website Data

OneCall Communication Application

#### Critical Initiative

Conduct an open-house/parent meeting to teach parents how to read test data results for their student and to answer any questions they have.

Start Date: 11/01/2022

End Date: 05/31/2023

#### Key Measures

Parent Survey Data

Parent Sign-In Sheet

#### Critical Initiative

Conduct various activities that parents are invited to and allow them the opportunity to volunteer at these events. Examples include Homecoming, Harvest Festival, Eagle Week, and Veteran's Day Program)

Start Date: 08/09/2022

End Date: 05/22/2025

#### Key Measures

Parent Survey Data

Parent Sign-In Sheet

#### Critical Initiative

Conduct a Title I Parent Night.

Start Date: 09/15/2022

End Date: 08/23/2024

#### Key Measures

Parent Survey Data

Parent Sign-In Sheet

#### Critical Initiative

Provide communication in English and Spanish.

Start Date: 08/01/2022

End Date: 05/22/2025

#### Key Measures

Parent Survey Data



### Objective

Increase academic growth and achievement through instructional transformation.

#### Critical Initiative

Increase the variety of instructional strategies utilized.

Start Date: 08/09/2022

End Date: 05/22/2025

#### Key Measures

Lesson Plans

Test Scores

Grade Data

Progress Monitoring Data

#### Critical Initiative

Increase resources and supports to allow for instruction that meets the needs of all students.

Start Date: 08/09/2022

End Date: 05/22/2025

#### Key Measures

Budget

Technology Inventory

#### Critical Initiative

Provide professional development opportunities for teachers to grow in their ability to reach all students.

Start Date: 08/09/2022

End Date: 07/22/2025

#### Key Measures

Lesson Plans

Professional Development Data

#### Critical Initiative

Provide during and after-school opportunities for intervention (including Math intervention and Reading/Writing intervention).

Start Date: 08/15/2022

End Date: 05/26/2024

#### Key Measures

Lesson Plans

Grade Data

Progress Monitoring Data

Student Sign in Sheets

### Objective

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

#### Critical Initiative

Provide students with a ChromeBook to be used for academics at home and school.

Start Date: 08/10/2022

End Date: 05/22/2025

#### Key Measures

Budget

Technology Inventory

Issued ChromeBook List

Needs Assessment

#### Critical Initiative

Provide teachers with interactive panels or other technologies as requested for academic advancement in their classrooms.

Start Date: 08/09/2022

End Date: 05/26/2023

#### Key Measures

Budget

Technology Inventory

Needs Assessment

#### Critical Initiative

Utilize online platform(s) for students and parents to stay informed.

Start Date: 08/09/2022

End Date: 05/22/2025

#### Key Measures

Student Survey Data

Parent Survey Data

Needs Assessment

#### Critical Initiative

Invest in online resources for intervention and progress monitoring in math, reading and test preparation.

Start Date: 08/09/2022

End Date: 05/22/2025

#### Key Measures

Test Scores

Grade Data

Progress Monitoring Data

Budget

Needs Assessment

#### Critical Initiative

Utilize technology in lessons.

Start Date: 08/09/2022

End Date: 05/22/2025

#### Key Measures

Lesson Plans

#### Critical Initiative

Provide professional development for teachers on technology topics and programs.

Start Date: 08/17/2022

End Date: 05/22/2025

#### Key Measures

Budget

Professional Development Data

Needs Assessment

## Douglas High School

### Vision

We honor achievement and promote pride in ourselves, in our school, and in our community.

### Mission

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

### Beliefs

- Teachers, administrators, parents and community share the responsibility for advancing the school's mission.
- Students' learning needs should be the primary focus of all decisions impacting the work of the school.
- Each student is valued with unique physical, social, emotional and intellectual needs.

#### Attendance

##### Objectives

- Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

##### Critical Initiatives

- Conduct class meetings to discuss high expectations, importance of school attendance, and consequences for excessive absences. Conduct individual meetings as needed throughout the school year.
- Increase student engagement in the classroom through varied learning activities to encourage students to attend school.

#### Parental Engagement

##### Objectives

- Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

##### Critical Initiatives

- Conduct a schedule pick-up day for students and parents to receive schedule, pay for parking, and tour school.
- Conduct a parent orientation night for parents to learn important information about credits, graduation requirements, state testing, CIP, Google Classroom and PowerSchool.
- Provide information to parents through social

#### Academic Achievement

##### Objectives

- Increase academic growth and achievement through instructional transformation.

##### Critical Initiatives

- Increase the variety of instructional strategies utilized.
- Increase resources and supports to allow for instruction that meets the needs of all students.
- Provide professional development opportunities for teachers to grow in their ability to reach all students.

#### Technology

##### Objectives

- Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

##### Critical Initiatives

- Provide students with a ChromeBook to be used for academics at home and school.
- Provide teachers with interactive panels or other technologies as requested for academic advancement in their classrooms.
- Utilize online platform(s) for students and parents to stay informed.

Critical Initiatives

- Perform weekly attendance checks to monitor student absences and enact the attendance protocol for unexcused absences.
- Mail letters weekly to inform parents of absences for students with 1 and 3 unexcused absences.
- Implementation of Ready to SOAR (Character ed. initiative)
- Use of SEL initiatives such as Peer Helpers, Edgenuity Modules, and mental health check-ins as a preventative measure.

Critical Initiatives

- media, school website, and automated phone call, text, email, or letter.
- Conduct an open-house/parent meeting to teach parents how to read test data results for their student and to answer any questions they have.
- Conduct various activities that parents are invited to and allow them the opportunity to volunteer at these events. Examples include Homecoming, Harvest Festival, Eagle Week, and Veteran's Day Program)
- Conduct a Title I Parent Night.
- Provide communication in English and Spanish.

Critical Initiatives

- Provide during and after-school opportunities for intervention (including Math intervention and Reading/Writing intervention).

Critical Initiatives

- Invest in online resources for intervention and progress monitoring in math, reading and test preparation.
- Utilize technology in lessons.
- Provide professional development for teachers on technology topics and programs.

Key Measures

- Return of Handbook Receipt
- Attendance at Class Meeting
- Lesson Plans
- Student Survey Data
- Attendance Data
- Documentation in PowerSchool & Spreadsheet
- Parent Survey Data
- Parent Conference Data
- Mental Health Data

Key Measures

- Parent Survey Data
- Parent Sign-In Sheet
- Social Media Data
- Website Data
- OneCall Communication Application

Key Measures

- Lesson Plans
- Test Scores
- Grade Data
- Progress Monitoring Data
- Budget
- Technology Inventory
- Professional Development Data
- Student Sign in Sheets

Key Measures

- Budget
- Technology Inventory
- Issued ChromeBook List
- Needs Assessment
- Student Survey Data
- Parent Survey Data
- Test Scores
- Grade Data
- Progress Monitoring Data
- Lesson Plans
- Professional Development Data

### Mission

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

Resource(s)

**Total Financial Resources:**

**Source of Funding:**

**Other**

#### Critical Initiative

Conduct class meetings to discuss high expectations, importance of school attendance, and consequences for excessive absences. Conduct individual meetings as needed throughout the school year.

#### Key Measures

- Return of Handbook Receipt
- Attendance at Class Meeting

#### Intended Outcome(s)

- Students are informed of the consequences to excessive absences and tardies.

#### Objective

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

### Vision

We honor achievement and promote pride in ourselves, in our school, and in our community.

### Mission

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

#### Resource(s)

**Total Financial Resources:** \$10000.00

**Source of Funding:** Title I

#### Other

#### Critical Initiative

Increase student engagement in the classroom through varied learning activities to encourage students to attend school.

#### Key Measures

- Lesson Plans
- Student Survey Data

#### Intended Outcome(s)

- High expectations are set and students are encouraged to attend school.

#### Objective

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

### Vision

We honor achievement and promote pride in ourselves, in our school, and in our community.

### Mission

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

Resource(s)

**Total Financial Resources:**

**Source of Funding:**

**Other**

#### Critical Initiative

Perform weekly attendance checks to monitor student absences and enact the attendance protocol for unexcused absences.

#### Key Measures

- Attendance Data

#### Intended Outcome(s)

- Administration will have a clear understanding of the students with excessive absences.

#### Objective

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

### Vision

We honor achievement and promote pride in ourselves, in our school, and in our community.

### Mission

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

Resource(s)

**Total Financial Resources:** \$2882.04

**Source of Funding:** Title I

#### Other

#### Critical Initiative

Mail letters weekly to inform parents of absences for students with 1 and 3 unexcused absences.

#### Key Measures

- Documentation in PowerSchool & Spreadsheet
- Parent Survey Data
- Parent Conference Data

#### Intended Outcome(s)

- Parents are informed of their child's attendance and consequences to excessive absences.

#### Objective

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

### Vision

We honor achievement and promote pride in ourselves, in our school, and in our community.

**Mission**

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

Resource(s)

**Total Financial Resources:**

**Source of Funding:**

**Other**

Critical Initiative

Implementation of Ready to SOAR (Character ed. initiative)

**Key Measures**

- Attendance Data

**Intended Outcome(s)**

- Students will accept responsibility for their actions.

**Objective**

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

**Vision**

We honor achievement and promote pride in ourselves, in our school, and in our community.

### Mission

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

Resource(s)

**Total Financial Resources:**

**Source of Funding:**

**Other**

#### Critical Initiative

Use of SEL initiatives such as Peer Helpers, Edgenuity Modules, and mental health check-ins as a preventative measure.

#### Key Measures

- Mental Health Data

#### Intended Outcome(s)

- Students will receive the mental health care they need to be successful in attendance and academics.

#### Objective

Increase student attendance through preventative measures, such as Ready to SOAR initiative, and new monitoring protocols.

### Vision

We honor achievement and promote pride in ourselves, in our school, and in our community.

### Mission

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

Resource(s)

**Total Financial Resources:**

**Source of Funding:**

**Other**

#### Critical Initiative

Conduct a schedule pick-up day for students and parents to receive schedule, pay for parking, and tour school.

#### Key Measures

- Parent Survey Data

#### Intended Outcome(s)

- Parents will feel welcome at the school and will understand their child's schedule

#### Objective

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

### Vision

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## Douglas High School

### Mission

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#### Resource(s)

#### Total Financial Resources:

#### Source of Funding:

#### Other

#### Critical Initiative

Conduct a parent orientation night for parents to learn important information about credits, graduation requirements, state testing, CIP, Google Classroom and PowerSchool.

#### Key Measures

- Parent Survey Data
- Parent Sign-In Sheet

#### Intended Outcome(s)

- Parents will better understand graduation requirements, testing, grades and attendance.

#### Objective

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

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### Mission

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Resource(s)

**Total Financial Resources:**

**Source of Funding:** Title I

**Other**

#### Critical Initiative

Provide information to parents through social media, school website, and automated phone call, text, email, or letter.

#### Key Measures

- Parent Survey Data
- Website Data
- Social Media Data
- OneCall Communication Application

#### Intended Outcome(s)

- Parents will be informed on important information regarding the school.

#### Objective

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

### Vision

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## Douglas High School

### Mission

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#### Resource(s)

#### Total Financial Resources:

#### Source of Funding:

#### Other

#### Critical Initiative

Conduct an open-house/parent meeting to teach parents how to read test data results for their student and to answer any questions they have.

#### Key Measures

- Parent Survey Data
- Parent Sign-In Sheet

#### Intended Outcome(s)

- Parents will understand what the testing data means and how it applies to their child.

#### Objective

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

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### Mission

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Resource(s)

**Total Financial Resources:**

**Source of Funding:**

**Other**

#### Critical Initiative

Conduct various activities that parents are invited to and allow them the opportunity to volunteer at these events. Examples include Homecoming, Harvest Festival, Eagle Week, and Veteran's Day Program)

#### Key Measures

- Parent Survey Data
- Parent Sign-In Sheet

#### Intended Outcome(s)

- Parents will feel welcome and want to be involved.

#### Objective

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

### Vision

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## Douglas High School

### Mission

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Resource(s)

**Total Financial Resources:**

**Source of Funding:**

**Other**

#### Critical Initiative

Conduct a Title I Parent Night.

#### Key Measures

- Parent Survey Data
- Parent Sign-In Sheet

#### Intended Outcome(s)

- Parents will understand what it means to be a Title I school and their rights.

#### Objective

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

### Vision

We honor achievement and promote pride in ourselves, in our school, and in our community.

## Douglas High School

### Mission

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

Resource(s)

**Total Financial Resources:**

**Source of Funding:**

**Other**

#### Critical Initiative

Provide communication in English and Spanish.

#### Key Measures

- Parent Survey Data

#### Intended Outcome(s)

- All stakeholders will have access to important information; language will not be a barrier.

#### Objective

Increase parental involvement through offering various events and meetings at the school as well as ample opportunities for parents to volunteer.

### Vision

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## Douglas High School

### Mission

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

#### Resource(s)

**Total Financial Resources:** \$25364.04

**Source of Funding:** Title I

#### Other

#### Critical Initiative

Increase the variety of instructional strategies utilized.

#### Key Measures

- Lesson Plans
- Grade Data
- Test Scores
- Progress Monitoring Data

#### Intended Outcome(s)

- Increase in academic growth and achievement

#### Objective

Increase academic growth and achievement through instructional transformation.

### Vision

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### Mission

It is the mission of Douglas High School to provide a safe, stable environment and to guide each student in developing to his or her maximum potential academically, socially, emotionally and physically.

#### Resource(s)

**Total Financial Resources:** \$144568.13

**Source of Funding:** Title I, Title I

#### Other

#### Critical Initiative

Increase resources and supports to allow for instruction that meets the needs of all students.

#### Key Measures

- Budget
- Technology Inventory

#### Intended Outcome(s)

- Provide teachers and students with the resources necessary to be successful in the classroom

#### Objective

Increase academic growth and achievement through instructional transformation.

### Vision

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### Mission

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#### Resource(s)

#### Total Financial Resources:

**Source of Funding:** Title I

#### Other

#### Critical Initiative

Provide professional development opportunities for teachers to grow in their ability to reach all students.

#### Key Measures

- Lesson Plans
- Professional Development Data

#### Intended Outcome(s)

- Provide teachers with additional training to improve academic growth and achievement

#### Objective

Increase academic growth and achievement through instructional transformation.

### Vision

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### Mission

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### Resource(s)

#### Total Financial Resources:

**Source of Funding:** Title I

#### Other

- \$2863.76 of total Title I staff budget

### Critical Initiative

Provide during and after-school opportunities for intervention (including Math intervention and Reading/Writing intervention).

### Key Measures

- Lesson Plans
- Progress Monitoring Data
- Grade Data
- Student Sign in Sheets

### Intended Outcome(s)

- Provide additional resources to struggling students to help them be more successful academically

### Objective

Increase academic growth and achievement through instructional transformation.

### Vision

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## Douglas High School

### Mission

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#### Resource(s)

#### Total Financial Resources:

**Source of Funding:** Title I

#### Other

#### Critical Initiative

Provide students with a ChromeBook to be used for academics at home and school.

#### Key Measures

- Budget
- Issued ChromeBook List
- Technology Inventory
- Needs Assessment

#### Intended Outcome(s)

- All students have access to technology at school and home

#### Objective

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

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Resource(s)

**Total Financial Resources:**

**Source of Funding:**

**Other**

#### Critical Initiative

Provide teachers with interactive panels or other technologies as requested for academic advancement in their classrooms.

#### Key Measures

- Budget
- Needs Assessment
- Technology Inventory

#### Intended Outcome(s)

- All teachers will have the technology needed to be effective in their classroom.

#### Objective

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

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### Mission

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Resource(s)

**Total Financial Resources:**

**Source of Funding:**

**Other**

#### Critical Initiative

Utilize online platform(s) for students and parents to stay informed.

#### Key Measures

- Student Survey Data
- Budget
- Parent Survey Data
- Needs Assessment

#### Intended Outcome(s)

- All students and parents will have access to grade and attendance data.

#### Objective

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

### Vision

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### Mission

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#### Resource(s)

#### Total Financial Resources:

**Source of Funding:** Title I

#### Other

#### Critical Initiative

Invest in online resources for intervention and progress monitoring in math, reading and test preparation.

#### Key Measures

- Test Scores
- Progress Monitoring Data
- Needs Assessment
- Grade Data
- Budget

#### Intended Outcome(s)

- Students will have access to proven technologies for diagnostics, intervention, and test preparation

#### Objective

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

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## Douglas High School

### Mission

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#### Resource(s)

#### Total Financial Resources:

**Source of Funding:** Title I

#### Other

#### Critical Initiative

Utilize technology in lessons.

#### Key Measures

- Lesson Plans

#### Intended Outcome(s)

- Students will be exposed to technology use through learning.

#### Objective

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

### Vision

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### Mission

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Resource(s)

**Total Financial Resources:**

**Source of Funding:** Title I, Title I

**Other**

#### Critical Initiative

Provide professional development for teachers on technology topics and programs.

#### Key Measures

- Budget
- Needs Assessment
- Professional Development Data

#### Intended Outcome(s)

- Teachers will be aware of technologies available to them and trained on the use of the technologies

#### Objective

Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

### Vision

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