



2024 Title 1 Schoolwide Diagnostic for ACIP:  
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Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

**Douglas Middle School**  
**Scott Bonds**  
P. O. Box 269  
Douglas, Alabama, 35964  
United States of America

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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.*

## 2024-2025 Title I Schoolwide Diagnostic for ACIP

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

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

Planning data was based on student STAR/Renaissance administered at the beginning of the 2024-2025 school year and the ACAP state assessment given in the spring of 2024. Student data folders are updated by the administration and classroom teachers. Student data folders include STAR reading and math diagnostic information. In September 2024, the leadership team will meet to discuss CIP strategy results. The school budget committee also met in August to discuss school needs for the upcoming school year. Grade level teachers will meet monthly to disaggregate data and determine strengths, weaknesses, and progress made. At the annual Title 1 event, results from student assessments and parent surveys will be shared using PowerPoint. Translators will be available. Time will be given for discussion between all stakeholders. School improvement data is analyzed. Local school data is used for continuous assessment throughout the school year at monthly data meetings.

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

According to the comprehensive needs assessment, Douglas Middle School needs to continue to emphasize reading and math across the curriculum and all grade levels.

STAR Reading results from the fall of 2024 indicate that in Grade 6, 72% of students were below grade level proficiency. Grade 7 reading reports showed that 73% of students were below grade level proficiency. Grade 8 results showed 75% below proficiency. The spring 2024 ACAP results supported the STAR data indicating that 56% of students in 6th grade, 55% of students in 7th grade, and 49% of students in 8th grade were not proficient in English Language Arts. Sixth grade ACAP results indicated that critical literacy, reading, and listening skills were in most need of support. Seventh grade ACAP results also showed a need for improvement in the areas of critical literacy, writing, and listening skills. Eighth grade students were most in need of support in the areas of critical literacy and reading.

STAR Math results indicated that 77% of 6th graders, 75% of 7th graders, and 72% of 8th graders were not grade level proficient. ACAP data from spring 2023 indicated that 82% of 6th grade students, 84% of 7th grade students, and 87% of 8th grade students were not proficient. ACAP results also indicated that sixth grade needed support in proportional reasoning, number systems, and algebra and functions. Seventh grade's highest priority needs were in the areas of algebra and functions and proportional reasoning. Eighth grade's greatest needs were in numbers, functions, and algebra.

Douglas Middle School will continue to reach out to parents and community members with any and all information regarding services and activities that are available for families as well as students.

Student attendance for 2023-2024 school year was 96.53%, which was improved from the previous year. During the 2023-2024 school year, there were a total of 193 incident reports. The majority of incident reports were related to inappropriate cell phone usage, followed by bus infractions. Sixth grade had approximately 71 incident reports, seventh grade had 49, and eighth grade had 73.

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

All reading areas need to be directed to meeting the standards of CCRS (College or Career Ready Standards). Math scores need to improve in all three grades. Douglas Middle School needs to continue to inform parents and community members of all services that are offered at the school and through the Marshall County Board of Education. Douglas Middle School needs to find positive ways to encourage students to attend school which will help with the school's priority statement of student achievement. Douglas Middle School needs to find positive ways to improve school culture by having students obey school rules, conduct themselves on the school bus, and to be respectful to teachers.

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

The conclusion is that all grades need to continue to focus on rebuilding reading and math proficiency and foundational skills. Enrichment times were designed to enhance foundational reading, math, and technology skills. EL students will continue to use Horizons Elevate and Flashlight 360 to improve basic language and reading skills. In the area of discipline, there is still a need to emphasize building a positive school culture.

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

After analyzing the test scores and needs assessment, the leadership team developed a plan to prioritize our immediate needs which include reading and math proficiency along with school culture. Douglas Middle School will be utilizing STAR/Renaissance diagnostic and benchmark testing to help improve academic achievement in reading and math. Teachers in the areas of EL, ELA, and math will be provided embedded coaching on content standards by Bailey Group consultants. Teachers will also continue classroom observations and assessments for the improvement process. A math intervention teacher will pull students daily as well as work with grade level math teachers to improve math skills. EL students will have access to Horizons Elevate and Flashlight 360. Special education students will have access to Freckle and IXL reading and math to accelerate learning for students who struggle with foundational reading and math skills. To the maximum extent appropriate, special education students are educated with children who are not

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disabled. DMS ensures that children with disabilities have access to the educational programs and services available to non-disabled children.

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

Multiple types of data including ACAP, STAR reading and math diagnostics and benchmark tests, and classroom assessments are used to assess academic needs for all students. Freckle, Horizons Elevate, and IXL are used to help differentiate classroom instruction. Data from these assessments is compared to determine specific deficiencies in reading and math as related to the school's Continuous Improvement Plan. Student surveys, discipline reports, KUDER, attendance profiles, Defined Careers, Panorama SEL, and Footprints of Change in Behavior Trainings are used as early warning indicators.

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

All students including special populations have access to all services and programs, including free breakfast and lunch, Title 1, EL, Special Education, and counseling services. DMS works with the Department of Human Resources (DHR), the Department of Mental Health, Youth Advocate Program, Family Services of North Alabama, and other community resources to provide students with school supplies, food, clothing, and shelter. EL students are identified upon enrollment using a home language survey. Students qualify for testing if a language other than English is used by the students or in the student's home. EL students are tested with the WIDA-Access Placement Test to determine EL eligibility. Parents/guardians have the right to waive Title III supplemental EL services. If parents/guardians agree to student services, an EL committee determines appropriate services and placement. Services for EL students include content area tutoring and study skills that provide reading enrichment. A translator serves as an interpreter to communicate with parents of EL students. Parents are provided the opportunity to receive all school documents translated into their home language. The EL committee reviews each student's progress annually. If the student scores proficient on the WIDA access test and is performing on grade level, the student becomes eligible to exit the EL program and will be monitored for four years. The Marshall County migrant liaison identifies migrant students upon enrollment. Parents/guardians receive a migrant education survey, which determines student eligibility for the migrant program. Migrant students qualify for free breakfast and lunch and have access to all services and programs available to the rest of the students. Evaluations are conducted to determine student eligibility for special education services. An Individualized Education Plan (IEP) team determines special education services and then develops the IEP based on evaluations, concerns of parents, academic development and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. DMS ensures that children with disabilities have access to the scientifically researched based educational programs and services available to non-disabled children.

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

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.

Strategy 1 is to create a positive school culture by providing opportunities for students to learn and function in diverse cultures. Implementing this strategy will include providing ongoing cultural learning opportunities and celebrating cultural diversity. Strategy 2 is to provide professional learning for school staff through meaningful professional development learning opportunities. Implementing this strategy will include investing funding to supply teachers with professional learning experiences and requiring turnaround collaboration. Strategy 3 is focused on improving student achievement by creating and educating students on personal data to achieve personal goals. Implementing this strategy will include encouraging parents and students to take ownership of personal learning and rewarding positive learning achievement. Strategy 4 is promoting digital citizenship by promoting and educating responsible use of technology platforms. Implementing this strategy includes development positive 21st century skills for student to be productive citizens and offering various technology opportunities to develop critical thinking.

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 Middle School utilizes peer tutoring during classes, career fairs, and an intensive school-based counseling program that is designed to meet needs beyond the classroom. Teachers utilize the help of peer tutors to reinforce student learning. Eighth grade students will be offered the opportunity to participate in

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Career Countdown and a career fair in the spring. The grade level Problem Solving Team (PST) identifies students in need of intervention and determines special education referrals.

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.**

Students have access to academic resources including Capstone Interactive Books, Abdo Interactive Books, MYON Interactive Books, Lerner Digital Classics, Google classrooms, Schoology, Lightbox Interactive Books, and digital textbooks beyond the regular school day. Additionally, federal money allotted to Douglas Middle School is set aside to provide afterschool tutoring by certified teachers three days per week in all content areas.

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.

Strategy 1 is promoting critical thinking skills. Douglas Middle School will promote, support, and continue to fund the use of technology-based instructional strategies designed to improve student learning for all. The desire is that an increased level of classroom instruction be delivered by teachers in technology-rich learning environments. Strategy 2 indicates that teachers will continue to plan and implement best practices in all content areas which include, but are not limited to, graphic organizers, and Southern Regional Educational Board Literacy lessons.

Teachers will participate in professional development to ensure that all lessons are rigorous and have a balance between reading and writing. Best practice teaching strategies will include, but not be limited to the use of manipulatives, modeling, and instructional training. Additionally, Freckle, Horizons Elevate, IXL, and STAR/Renaissance will be used during enrichment times to differentiate instruction. The inclusion of results from these various diagnostic and digital tools will provide teachers with immediate data to inform teacher instruction. All digital learning programs encompass general education students, special education students, and EL students. Marshall County employs a Homeless liaison that works with the schools and communities to identify and provide classroom materials for students who are in need. In addition, the Douglas campus has two staff members dedicated to helping identify migrant students as well as working with migrant families in the community.

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.

The school provides a progress report the fifth week of the nine weeks and a report card at the end of every nine-week grading period. State assessment results will be sent home with the first nine-week report card. Periodic benchmark screening reports in reading and math will be sent home as well. Additionally, parents have



the opportunity to meet with educators and translators at scheduled parent conferences and the annual Title 1 meeting. The parents are informed of this information via the Title 1 parent meeting, school webpage, Blackboard Communications call out system, Migrant and EL parent meetings, and printed and online newsletters. All of this information is communicated in a language they can understand. The Marshall County School System employs interpreters at all of the campuses in order to bridge any communication gaps. All school meetings will have interpreters present.

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

The teacher turnover rate for this school year is 12.5%. Douglas Middle School begins the 2024-2025 school year with a veteran school principal with 23 years of school leadership. The assistant principal is a highly qualified teacher with 14 years of classroom experience and 9 years of administration experience. Douglas Middle School has a second assistant principal to help with instructional needs with 21 years of highly qualified experience in the classroom and four years as an assistant principal. New staff includes a veteran special education teacher, a veteran history teacher, and a new ELA teacher. With this challenge comes the need to have teacher mentors for each of the new personnel. The teacher mentorship will be in accordance with the plans to establish teacher mentors put forth by the Marshall County Board of Education.

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

Approximately 63% of the of the certified staff at Douglas Middle School have a masters or higher degree in education. Additionally, 52% of certified staff have at least 10 years or more of teaching experience. Special education teachers have an average of 7 years of experience. ELA teachers have an average of 9 years of experience. Math teachers have 11.5 years of experience. Douglas Middle School teachers have an average of 12 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)?

Douglas Middle School did not receive new leadership for this school year. The principal continues with over 20 years of school leadership and 27 years of total education experience. Douglas Middle School has 2 new teachers for the 2023-2024 school year in addition to a math interventionist, and ACCESS facilitator. When new teachers or replacement teachers are needed, the administration reviews applications and decides which teachers can provide the needs of Douglas Middle School. Administration follows the guidelines established by the State Department and Teach in Alabama. Administration also seeks information on quality teachers from school system administration. Marshall County Schools recruits new highly qualified teachers each year at Recruitment of Educator Days at various teacher educator programs across the state of Alabama. New teachers are included in content area/department meetings, grade level meetings, and school-wide committees. New teachers are evaluated through Educate Alabama by district administrators. A new observation tool will be available through Advanc-Ed and

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Eprove. Marshall County has initiated a new teacher mentoring program where new hires are partnered with an experienced co-worker to make the transition to teaching.

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

Data is evaluated and goals are established at the beginning of each school year.

The following trainings are made available to Douglas Middle School staff: ALSDE Mega Conference, PowerSchool Training, Schoology, CLAS (Council for Leaders in Alabama Schools), ALET (Alabama Leaders in Education Technology), ACEA (Alabama Community Education Association), ALACN (Alabama Afterschool Community Network), AAMU/UAH Regional Inservice Center Governing board, AEA (Alabama Education Association), and Footprints of Change Behavior Training. Each school completes the Alabama State Department of Education's Continuous Improvement Plan which identifies the professional development needs of its staff. Also, CIP walkthrough reviews generate lists of continuing needs. The regional in-service administers surveys and shares the results with the LEA. In addition, the LEA administers a survey completed by instructional staff as well as other stakeholders.

The Education Alabama Professional Learning Plan profiles are used to generate a list of the learning needs as well as the Alabama Technology Plan: Transform 2020 Survey, which is administered to all certified teaching staff. The results from this data are used in planning for professional learning activities and district wide initiatives. A district MTSS leadership team collects all data in order to determine the needs of all staff in Marshall County Schools. Professional learning activities are provided to all teachers, administrators, and other appropriate support staff. Title I, Title II, Title III, Title VI, and other funding sources are used to provide professional learning opportunities at both the school level and district level.

Marshall County Schools creates a Title I district wide professional development for administrators and school leadership teams. Professional development for specific content areas, assessment updates, response to intervention and instruction, and special population needs are provided on an individual school basis. Substitutes for teachers to attend professional development opportunities are provided through Title I funds. All administrators, teachers, and paraprofessionals are included in this on-going professional development.

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

Teachers have the opportunity to request professional development based on their evaluated needs, content needs, or assessment data needs. Training in the areas of technology instruction such as Edgenuity, Schoology, STAR/Renaissance, Horizons Elevate, and Audio Enhancement were conducted at the beginning of the school year. Other professional development opportunities include: ALSDE Mega Conference, PowerSchool Training, Schoology, CLAS (Council for Leaders in Alabama School), ALET (Alabama Leaders in Education Technology), ACEA (Alabama Community Education Association), ALACN (Alabama Afterschool Community Network), AAMU/UAH Regional In-service Center Governing Board, AEA (Alabama

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Education Association), EL\_ PLC Groups, MTSS, and The Bailey Group. 21st Century Community Learning Center training areas will continue to be included.

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.

Douglas Middle School and the Marshall County Board of Education provides formal teacher mentoring programs administered by the county professional development coordinator, local administration, and teachers as leaders throughout the Alabama State Department of Education. The program supports teacher mentors through a stipend each semester. Select teachers at Douglas Middle School continue to support and assist new teachers. The ultimate goal for our program is to improve teaching practices, classroom management, and provide needed support. Non-tenured teachers receive help at monthly scheduled data meetings and content area and grade level meetings. Additionally, time is allowed for new teachers to observe other teachers. New teachers have a summer training program before the start of the school year. Classroom management and discipline, effective instructional methods and strategies and training of Positive Behavior Support system is also made available to new teachers.

12. Describe how all professional development is “sustained and ongoing.” The school administration provides monthly training for all content areas. These trainings coincide with local, state, and federal mandates. Teachers participate in professional development offered by the governing leadership. Leadership team members are encouraged to attend MEGA Conference and summer workshops. Marshall County Schools provide a student early release on Fridays so that teachers have the opportunity to meet weekly during the school year. Special Ed, ELA, and math teachers meet quarterly to discuss instructional strategies and assessments.

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.

Douglas Middle School Move Up-Day goal: All 5th and 8th grade students will participate in Douglas Middle School's move up day. Objective: Teachers and guidance counselors from Douglas Elementary School, Douglas Middle School, and Douglas High School will collaborate to organize a day for 5th and 8th grade students to visit their upcoming school. This event takes place in the spring of each school year. The development and implementation of the move up date will help 5th grade students transition from elementary school to middle school. Incoming sixth grade students and parents are invited to participate in middle school orientation. The move up day will also help 8th graders transition from middle

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school to high school. Teachers at each school participated in the move up experience for students.

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)**

Teachers and faculty members share the responsibility of student career development and guidance and adult trainability or employability that have been identified in the Carl D. Perkins Act of 2006. We promote the development of activities and services which integrate academic and career and technical instruction in order to prepare students for high-skill, high-wage occupations.

Students with disabilities are provided with all resources necessary to allow them to be successful and to a free and appropriate education in the least restrictive setting.

They have equal access to all programs offered at Douglas Middle School.

Economically disadvantaged families (low income families) are identified at the beginning of each school year and receive special consideration for the needed resources. The school and the LEA offer displaced homemakers the opportunity to attain their GED through classes provided at the Marshall County Technical School.

EL students have a variety of resources available to them. Title III ensures that English Learners (EL) students, including immigrant children and youth, develop English proficiency and meets the same academic content and academic achievement standards that other children are expected to meet. Schools use these funds to implement language instruction educational programs designed to help EL students achieve these standards. The Marshall County School system and the schools within the system are accountable for increasing the English proficiency and core academic content knowledge of the EL students.

**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?

Administration and staff evaluate all student assessment data including STAR Reading and Math Diagnostics, ACAP, and classroom assessments to monitor progress toward school established goals. The school monitors all assessments to ensure that student needs are met. Students are allowed to transition from intervention classes to regular classes based on assessment data. All data is compared to make sure that an accurate assessment of student abilities is evident. Positive behavior is modeled by teachers and staff. Student positive behavior is

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rewarded using school incentives that are made available through school fundraisers and donation. Parent contact logs will be kept by all teachers and shared with the administration at monthly PST meetings. Teacher lesson plans are submitted to administration on a weekly basis. The school leadership team disaggregates all available data at the end of the school year and over the course of the summer. Data is again disaggregated during monthly content and grade level meetings. Teachers evaluate classroom data on a weekly basis. For the 2024-2025 school year, the school will use benchmark data from STAR Reading and STAR math Diagnostics, ACAP results, as well as classroom assessments and teacher recommendations to determine students' progress and guide classroom instruction.

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?

Benchmark test in reading and math are used to guide teacher instruction and student progress. Benchmarks by STAR/Renaissance are given three times per school year with the exception of Tier III students who are tested on a monthly cycle to determine student progress toward school-wide established goals.

Determination of student achievement is evident by charting student improvement in reading and math. Douglas Middle School's academic goal for all students is to show growth over the course of the school year.

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?

Monthly data meetings help administration and teachers determine which programs are working to improve students academically. Student established groups for learning are flexible. Students are able to move forward based on academic improvement. Students continue to be monitored and grouped according to collected data.

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

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.

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Cooperation between district and local staff ensures that all plans, goals, and objectives are communicated to all staff that is responsible for programs, and fiscal responsibility that ensures compliance with state and federal regulations. Marshall County Schools coordinate appropriate services with the homeless liaisons in order to provide resources to families who are by definition homeless. Services include materials, supplies, health care and tutoring if needed. Coordination of appropriate services with English as Second Language including tutoring is provided when needed. Marshall County Schools provides preschool special needs services and speech language services to Marshall County students that attend Head Start and qualify for special education. Coordination of services with the Marshall County Child Nutrition Program provides nutritional food services to the children of Marshall County. Coordination of services with Marshall County 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 providing services to all students who qualify. Coordination of services with the Marshall County Schools Migrant Program provides additional services to families who meet the definition of "migrant". Services provided are supplemental education, medical, academic assistance, clothing, and referral to appropriate agencies. Coordination of services with the Marshall County Schools At-Risk Program provides referral for children who need alternative education. Coordination with Title II Professional Learning Programs assist with staff training and with other technology-based programs. Coordination with the district technology director and other technology specialists ensure that technology is integrated across the curriculum.

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).

The Child Nutrition Program works to provide free breakfast and lunch for all Marshall County students. Marshall County Sheriff's Department provides anti-drug campaigns for students and their parents beyond school hours. Douglas Middle School celebrates Red Ribbon Week that teaches students to be drug free. Adult education classes are recommended to parents at the school level. Marshall County Schools coordinate appropriate services with the homeless liaisons in order to provide resources to families who are by definition homeless. Services include materials, supplies, health care and tutoring if needed.



## 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

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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

Douglas Middle School will host a live Title 1 Parent meeting in September of 2024. During the meeting a Title 1 PowerPoint will be shared. Parents will have the opportunity to ask questions based on the PowerPoint and information that is presented.

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.

Meetings will be flexible in format. There will be an in-person time available in the school cafeteria after school hours to allow parents an opportunity to participate if they work during the day. One day per nine weeks is set aside in the Marshall County School calendar specifically for parent conferences to accommodate parents who work at night.

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).

Parents may submit their suggestion and/or input via email, phone, or in person. A Title I survey is posted on the school's website. Additionally, a one-call announcement is sent out to all students and parents making them aware of the online survey and the meeting formats, dates, and times. Parent surveys are also sent home in English and Spanish.

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

Funding is spent on communication with parents through online parent newsletters. Parent brochures are purchased and sent with all progress reports and report cards for each nine weeks. In addition, the Neptune Navigate program was purchased to address digital citizenship with a parent involvement component for student online safety concerns. These materials are in English and Spanish as the primary languages of our school. Students are also sent home a PowerSchool Parent Portal form outlining how parents can access their child's grades and attendance as well as communicate with teachers.



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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))

The Title I Parent meeting PowerPoint presentation is available in English and in Spanish. Translators are on hand if there are any questions.

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))

All students are given a School-Parent Compact at the beginning of school. These forms are kept in the classroom. The form is updated regularly with accurate dates. Parents have the opportunity to request changes to the policy and procedures by contacting the school through email or by phone. Parents are encouraged to participated by serving on the Title I Committee.

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

Parents may express comments by completing the Title I Parent Survey. Parents are also encouraged to participate by serving on the Title I committee. Additionally, they may submit comments to the school through email or by phone.

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.

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

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children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Parents will be provided materials to help their children improve their academic achievement and provide links to websites that encourage literacy and technology skills.

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.

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. Teachers and staff will make efforts to communicate with parents via email and phone regarding their child's academic needs.

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.

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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. A parent resource center is located in the media center. Parents are able to access information regarding parenting skills and academic and mental health needs of students.

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.

To ensure the 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. Parent requests can be made to the school via email or phone.

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.

Parent requests can be made to the school via email or phone.

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))

All materials are available to parents and students in English and in Spanish based on the need of the individual student. A school translator is available to ensure that parents have a representative to allow for understanding of all verbal communication.

## 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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 DMS 2024 2025 Coordination of Resources


## 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)
 DMS 2024 2025 Coordination of Resources	Coordination of Resources - Comprehensive Budget	.

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

School Culture

### Critical Initiative

On Track

Develop positive 21st Century skills for students to become productive citizens.

**Objective:**  
Promote and educate parents in the learning process.

Parent Institute online newsletter and print tips acquired October, 2024.

### Activity

Provide Parents with tips for student learning.

**Person responsible:** Scott Bonds /  
April Daniel

**Launch Date:** 09/09/2024

**Required Resource(s):**

Financial Resource: \$1597.87  
Other Resource:

Source of Funding: Title I Parent Involvement

**Activity Measure(s)**

**Benchmark(s)**



# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

School Culture

### Critical Initiative

On Track

Provide positive learning environments by rewarding student success in academic areas.

**Objective:**

Allow teachers and students to achieve success in a positive manner.

6th Grade - McWane Center - 11/20/2024  
7th Grade - Cook Museum - 3/17/2025  
8th Grade - Trash Pandas - 4/23/2025

### Activity

Student Field Trips

**Person responsible:** Scott Bonds / April Daniel

**Launch Date:** 11/01/2024

**Required Resource(s):**

**Financial Resource:** \$4300.00  
**Other Resource:** Lunchroom provided sack lunches

**Source of Funding:** Title I

**Activity Measure(s)**

Student participation in related activities.

**Benchmark(s)**

**Benchmark:** **Date:**

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

Professional Learning

### Critical Initiative

On Track

Invest funding to supply teachers with professional learning experiences.

PD opportunities - Summer and Fall 2025.

#### Objective:

Provide meaningful professional learning opportunities.

### Activity

Grade Level / Content Area Pacing Guides

**Person responsible:** Scott Bonds /  
April Daniel

**Launch Date:** 06/02/2025

#### Required Resource(s):

**Financial Resource:** \$10000.00

**Source of Funding:** Title I

**Other Resource:** Alabama Course of Study  
for E/LA and Mathematics

#### Activity Measure(s)

#### Benchmark(s)

Coordination of pacing guides with  
ACAP Testing

**Benchmark:**

**Date:**

### Activity

Technology Leadership Fall Symposium - PD

**Person responsible:** Scott Bonds / Kathy  
Dove

**Launch Date:** 09/01/2025

#### Required Resource(s):

**Financial Resource:** \$3800.00

**Source of Funding:** Title I

**Other Resource:**

#### Activity Measure(s)

#### Benchmark(s)

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

Achievement	
Critical Initiative	On Track
Motivational speaker Red Ribbon Week	Speaker - 11/1/2024
Objective: Students will be successful members of an ever changing society.	

### Activity

Motivational Speaker

**Person responsible:** April Daniel / Bobby Thomas

**Launch Date:** 11/01/2024

**Required Resource(s):**

Financial Resource: \$1000.00

Source of Funding: Title I

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

Achievement	
<div>Critical Initiative</div> <div>Improve student academic achievement</div> <div>Objective: Improve student proficiency in reading and math.</div>	<div>On Track</div> <div>Tutoring began October, 2024. ACCESS Facilitator 8/7/2024. Accelerated Reader - 8th period activity periods. School Newsletters 8/2024.</div>

### Activity

Afterschool Tutoring

**Person responsible:** April Daniel /  
Tutors

**Launch Date:** 10/07/2024

**Required Resource(s):**  
Financial Resource: \$5000.00  
Other Resource:

Source of Funding: Title I

Activity Measure(s)	Benchmark(s)
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Activity

Provide ACCESS Facilitator

**Person responsible:** Scott Bonds / ACCESS  
Facilitator

**Launch Date:** 08/05/2024

**Required Resource(s):**

**Financial Resource:** \$43838.03

**Source of Funding:** Title I

**Other Resource:**

**Activity Measure(s)****Benchmark(s)**Activity

Schoolwide Accelerated Reader/RenaissanceLearning

**Person responsible:** Scott Bonds / April  
Daniel / 8th Period Staff

**Launch Date:** 10/07/2024

**Required Resource(s):**

**Financial Resource:** \$18533.84  
**Other Resource:**

**Source of Funding:** Title I

**Activity Measure(s)****Benchmark(s)**

Student A/R Goals

Benchmark:

Date:

Activity

Provide teachers with classroom materials&supplies

**Person responsible:** Scott Bonds / April  
Daniel

**Launch Date:** 09/09/2024

**Required Resource(s):**

**Financial Resource:** \$6028.99  
**Other Resource:**

**Source of Funding:** Title I

**Activity Measure(s)****Benchmark(s)**Activity

Purchase software for student use.

**Person responsible:** Scott Bonds / Kathy  
Dove

**Launch Date:** 09/09/2024

**Required Resource(s):**

**Financial Resource:** \$2999.25  
**Other Resource:**

**Source of Funding:** Title I (Software)

**Activity Measure(s)****Benchmark(s)**

Student use of SMORE and KAMI for  
academic engagement.

Benchmark:

Date:

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

enship

### Critical Initiative

On Track

Purchase Neptune Navigate software that addresses Digital Citizenship and incorporate instruction through Social Studies curriculum. There is a parent component that will address parental involvement.

Social Studies staff are having students complete Digital Citizenship lessons.

#### Objective:

To equip students with the knowledge & skills necessary for responsible digital citizenship, critical thinking, ethical behavior, and online privacy.

### Activity

Digital Citizenship / Parent Involvement

**Person responsible:** Scott Bonds /  
April Daniel

**Launch Date:** 09/09/2024

#### Required Resource(s):

**Financial Resource:** \$620.00  
**Other Resource:**

**Source of Funding:** Title I

#### Activity Measure(s)

Student Completed Certificates

#### Benchmark(s)

**Benchmark:**

**Date:**

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

enship

### Critical Initiative

On Track

To replace outdated access points in schools to enhance wireless connectivity & improve digital access for students, ensuring a reliable & efficient online learning environment that supports academics

#### Objective:

Replace outdated access points to enhance wireless connectivity & improve digital access for students & ensure a reliable and efficient online learning

### Activity

Replace outdated classroom technology.

**Person responsible:** Scott Bonds /  
Kathy Dove

**Launch Date:** 10/01/2024

#### Required Resource(s):

Financial Resource: \$26145.00

Source of Funding: Title I

Other Resource:

#### Activity Measure(s)

#### Benchmark(s)



# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

School Culture

### Objective

Promote and educate parents in the learning process.

#### Critical Initiative

Develop positive 21st Century skills for students to become productive citizens.

Start Date: 08/08/2024      End Date: 05/23/2025

#### Key Measures

Purchase Orders for Professional Development.

Lesson Plans

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

School Culture

### Objective

Allow teachers and students to achieve success in a positive manner.

#### Critical Initiative

Provide positive learning environments by rewarding student success in academic areas.

Start Date: 08/08/2024

End Date: 05/23/2025

#### Key Measures

Purchase Orders for Professional Development.

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

Professional Learning

### Objective

Provide meaningful professional learning opportunities.

#### Critical Initiative

Invest funding to supply teachers with professional learning experiences.

Start Date: 08/08/2024

End Date: 05/23/2025

#### Key Measures

Purchase Orders for Professional Development.

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

Student Achievement

### Objective

Students will be successful members of an ever changing society.

Critical Initiative	Key Measures
Motivational speaker Red Ribbon Week	Motivational Speaker
Start Date:                      End Date:	

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

Student Achievement

### Objective

Improve student proficiency in reading and math.

Critical Initiative	Key Measures
Improve student academic achievement	
Start Date:      End Date:	

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

### Citizenship

#### Objective

To equip students with the knowledge & skills necessary for responsible digital citizenship, critical thinking, ethical behavior, and online privacy.

#### Critical Initiative

Purchase Neptune Navigate software that addresses Digital Citizenship and incorporate instruction through Social Studies curriculum. There is a parent component that will address parental involvement.

Start Date: 08/08/2024

End Date: 05/23/2025

#### Key Measures

Purchase orders & Inventory

Purchase Orders for Professional Development.

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

Citizenship

### Objective

Replace outdated access points to enhance wireless connectivity & improve digital access for students & ensure a reliable and efficient online learning

#### Critical Initiative

To replace outdated access points in schools to enhance wireless connectivity & improve digital access for students, ensuring a reliable & efficient online learning environment that supports academics

Start Date: 08/08/2024

End Date: 05/23/2025

#### Key Measures

Purchase orders & Inventory

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

<p><b>Vision</b></p> <p>Douglas Middle School's vision is that all students will achieve success as productive members of society.</p>	<p><b>Mission</b></p> <p>Douglas Middle School is committed to providing a safe and cooperative learning community so that all students have the opportunity to obtain the necessary skills to become life-long learners and productive members of society.</p>	<p><b>Beliefs</b></p> <p>Douglas Middle School believes all students:</p> <ul style="list-style-type: none"><li>* can achieve success.</li><li>* have specialized skills.</li><li>* can make a positive contribution.</li><li>* can learn.</li></ul> <p>We believe all stakeholders have an important role in ensuring the success of our students and staff &amp; that respect of self &amp; others is critical to success.</p>
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<p><b>Positive School Culture</b></p>	<p><b>Professional Learning</b></p>	<p><b>Student Achievement</b></p>	<p><b>Digital Citizenship</b></p>
<p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Promote and educate parents in the learning process.</li><li>• Allow teachers and students to achieve success in a positive manner.</li></ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Provide meaningful professional learning opportunities.</li></ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Provide Opportunities for students to learn and function in a diverse society.</li><li>• Create and educate students on personal data to achieve personal goals.</li><li>• Students will be successful members of an ever changing society.</li><li>• Improve student proficiency in reading and math.</li></ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• To equip students with the knowledge &amp; skills necessary for responsible digital citizenship, critical thinking, ethical behavior, and online privacy.</li><li>• Replace outdated access points to enhance wireless connectivity &amp; improve digital access for students &amp; ensure a reliable and efficient online learning</li></ul>



Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> <li>Develop positive 21st Century skills for students to become productive citizens.</li> <li>Provide positive learning environments by rewarding student success in academic areas.</li> </ul>	<ul style="list-style-type: none"> <li>Invest funding to supply teachers with professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Motivational speaker Red Ribbon Week</li> <li>Improve student academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>Purchase Neptune Navigate software that addresses Digital Citizenship and incorporate instruction through Social Studies curriculum. There is a parent component that will address parental involvement.</li> <li>To replace outdated access points in schools to enhance wireless connectivity &amp; improve digital access for students, ensuring a reliable &amp; efficient online learning environment that supports academics</li> </ul>
Key Measures	Key Measures	Key Measures	Key Measures
<ul style="list-style-type: none"> <li>Purchase Orders for Professional Development.</li> <li>Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>Purchase Orders for Professional Development.</li> </ul>	<ul style="list-style-type: none"> <li>Motivational Speaker</li> </ul>	<ul style="list-style-type: none"> <li>Purchase orders &amp; Inventory</li> <li>Purchase Orders for Professional Development.</li> </ul>

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

### Mission

Douglas Middle School is committed to providing a safe and cooperative learning community so that all students have the opportunity to obtain the necessary skills to become life-long learners and productive members of society.

Resource(s)

**Total Financial Resources:** \$1597.87

**Source of Funding:** Title I Parent Involvement

**Other**

#### Critical Initiative

Develop positive 21st Century skills for students to become productive citizens.

#### Key Measures

- Purchase Orders for Professional Development.
- Lesson Plans

#### Intended Outcome(s)

- Students will be ready for current workplace environments.

#### Objective

Promote and educate parents in the learning process.

### Vision

Douglas Middle School's vision is that all students will achieve success as productive members of society.

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

### Mission

Douglas Middle School is committed to providing a safe and cooperative learning community so that all students have the opportunity to obtain the necessary skills to become life-long learners and productive members of society.

#### Resource(s)

**Total Financial Resources:** \$4300.00

**Source of Funding:** Title I

#### Other

- Lunchroom provided sack lunches

#### Critical Initiative

Provide positive learning environments by rewarding student success in academic areas.

#### Key Measures

- Purchase Orders for Professional Development.

#### Intended Outcome(s)

- More students will be willing to try their best.

#### Objective

Allow teachers and students to achieve success in a positive manner.

### Vision

Douglas Middle School's vision is that all students will achieve success as productive members of society.

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

### Mission

Douglas Middle School is committed to providing a safe and cooperative learning community so that all students have the opportunity to obtain the necessary skills to become life-long learners and productive members of society.

#### Resource(s)

**Total Financial Resources:** \$13800.00

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

#### Other

- Alabama Course of Study for E/LA and Mathematics

#### Critical Initiative

Invest funding to supply teachers with professional learning experiences.

#### Key Measures

- Purchase Orders for Professional Development.

#### Intended Outcome(s)

- Teachers will teach students to adapt to changes in the learning atmosphere.

#### Objective

Provide meaningful professional learning opportunities.

### Vision

Douglas Middle School's vision is that all students will achieve success as productive members of society.

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

### Mission

Douglas Middle School is committed to providing a safe and cooperative learning community so that all students have the opportunity to obtain the necessary skills to become life-long learners and productive members of society.

Resource(s)

**Total Financial Resources:** \$1000.00

**Source of Funding:** Title I

**Other**

Critical Initiative

Motivational speaker Red Ribbon Week

Key Measures

- Motivational Speaker

Intended Outcome(s)

- Reduced Discipline Issues

Objective

Students will be successful members of an ever changing society.

### Vision

Douglas Middle School's vision is that all students will achieve success as productive members of society.

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

### Mission

Douglas Middle School is committed to providing a safe and cooperative learning community so that all students have the opportunity to obtain the necessary skills to become life-long learners and productive members of society.

#### Resource(s)

**Total Financial Resources:** \$76400.11

**Source of Funding:** Title I, Title I, Title I, Title I, Title I (Software)

#### Other

#### Critical Initiative

Improve student academic achievement

#### Key Measures

#### Intended Outcome(s)

- Improved student scores on ACAP

#### Objective

Improve student proficiency in reading and math.

### Vision

Douglas Middle School's vision is that all students will achieve success as productive members of society.

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

### Mission

Douglas Middle School is committed to providing a safe and cooperative learning community so that all students have the opportunity to obtain the necessary skills to become life-long learners and productive members of society.

Resource(s)

**Total Financial Resources:** \$620.00

**Source of Funding:** Title I

**Other**

Critical Initiative

Purchase Neptune Navigate software that addresses Digital Citizenship and incorporate instruction through Social Studies curriculum. There is a parent component that will address parental involvement.

Key Measures

- Purchase orders & Inventory
- Purchase Orders for Professional Development.

Intended Outcome(s)

- Responsible Digital Citizenship

Objective

To equip students with the knowledge & skills necessary for responsible digital citizenship, critical thinking, ethical behavior, and online privacy.

### Vision

Douglas Middle School's vision is that all students will achieve success as productive members of society.

# Douglas Middle School 2022-2025 Continuous Improvement Plan

## Douglas Middle School

### Mission

Douglas Middle School is committed to providing a safe and cooperative learning community so that all students have the opportunity to obtain the necessary skills to become life-long learners and productive members of society.

#### Resource(s)

**Total Financial Resources:** \$26145.00

**Source of Funding:** Title I

#### Other

#### Critical Initiative

To replace outdated access points in schools to enhance wireless connectivity & improve digital access for students, ensuring a reliable & efficient online learning environment that supports academics

#### Key Measures

- Purchase orders & Inventory

#### Intended Outcome(s)

- Student access to technology

#### Objective

Replace outdated access points to enhance wireless connectivity & improve digital access for students & ensure a reliable and efficient online learning

### Vision

Douglas Middle School's vision is that all students will achieve success as productive members of society.