



Title 1 Schoolwide Diagnostic for ACIP: 2025-2026_10142025_20:28

Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

Douglas Elementary School
Vicky Copeland Scott
P. O. Box 299
Douglas, Alabama, 35964
United States of America

Table of Contents

Instructions	3
2025-2026 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	19
Parent and Family Engagement	21
Coordination of Resources - Comprehensive Budget	28
eProve™ strategies: Goals & Plans	29
Attachment Summary	30

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.

2025-2026 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In May, surveys are opened. Additionally, the faculty and staff vote anonymously through Google Forms to elect a needs assessment committee for the upcoming school year. This committee meets periodically to address school needs. During August and September the Leadership/ACIP team and school staff examined all the data available (STAR, DIBELS, iReady, Parent Surveys, and other local information). Input from faculty, staff, and parents is considered, and a revised ACIP is drafted which includes suggestions for school improvement strategies, professional development needs, and budget needs. Once completed, the draft is reviewed by the faculty, a copy is uploaded to the school website, and a hard copy is placed in the front office, teachers' workroom, and library.

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

According to the Comprehensive Needs Assessment, Douglas Elementary School must continue to intensify reading, writing, and comprehension instruction across the curriculum. The data showed that our students scored the lowest in writing and comprehension across all grade levels. We know that if students can write about content, they have a greater understanding of the instructional material. For our students to increase their success, reading, writing, and comprehension must remain a priority. DES must also remain diligent in improving math achievement. Our students data reflected an average of 26% proficiency on the ACAP-ELA. This placed our school being the lowest performing school within our district. Douglas Elementary School must continue to keep parents/guardians/families informed of all funding, academics, and activities available to them, in both English and Spanish. Our attendance is continuing to improve.

3. What conclusions were drawn from the results?

Reading and writing instruction must continue to meet the Alabama ELA core standards. Math achievement scores must improve in all grades levels. Douglas Elementary School must continue to inform families and community members of all the services that are offered at DES as well as through the Marshall County Board of Education. DES will continue to improve school culture and climate. We feel that with a more positive culture and climate, the areas of attendance, respect, school, and bus behavior will improve. Morning announcement videos will be created and sent to teachers daily so that students can view the video. It will include the pledge, breakfast and lunch menu for the day, birthdays, anything fun that might be going on, and any other information that students could benefit from. Created slides will be played on common area TVs that contain all of this information as well as vocabulary words, character education, and positive behavior responses.

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

After analyzing the beginning of the year assessments, DES Leadership Team agreed students are in need of additional support in reading and math. We are implementing a daily intervention time in the schedule where all students will receive instruction based on their differentiated needs for reading and math. DES also offers after school tutoring. This time is not to interrupt core instruction. Teachers have received professional development in STAR, Open Court, LETRS, iReady, and SPIRE, for their reading teacher toolbox where they will have additional support to meet student needs. Third grade teachers and some fourth and fifth grade teachers have been trained in Orton Gillingham (OG) to help meet the needs of student achievement that the literacy act requires. In math, all grades will utilize enVision's intervention piece, iReady, Success Maker, STAR, IXL, Freckle, XtraMath, and ELS. Our goal for student achievement within comprehension and writing is to increase by 10% proficiency across all grade levels. Our goal for student achievement in math is to increase by 15% proficiency across all grade levels. Students also have access to eBooks from the library and Lightbox that includes Spanish and other world language access.

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

DES priority needs and the needs assessment correlate by connecting our instructional deficiencies identified in our benchmark assessments to best practices in the classroom. Academic goals of increasing reading and math are dependent on student engagement, knowledge of 21st century technology skills, implementation of interventionists, and effective communication between students, parents, and teachers.

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

Classroom teachers and PST team members will analyze student assessment data to monitor progress. Assessment data will be gathered from ACAP, STAR, DIBELS, iReady, and classroom formative assessments. DIBELS, ELS, iReady, and STAR benchmark Assessments will be given 3 times per year. SPIRE, iReady, Reading Horizons, DIBELS, ACAP Practice, and STAR will be utilized to progress monitor students in Tier II and Tier III instruction. Formative assessments will be administered by classroom teachers to guide instruction. ACAP will be given in the spring to monitor mastery of state standards and provide comparison data to the previous year.

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

Students identified as special populations have access to all services and programs, including free breakfast and lunch, Title I funding, EL services, special education services, and counseling services. DES uses the Department of Human Resources, the Department of Mental Health, 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 student 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 for student services, an EL committee determines appropriate services and placement. A translator serves as an interpreter to communicate with parents of EL students. Parents are provided the opportunity to receive all school documents in English and Spanish. 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 two years. The 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/ lunch and have access to all services and programs. An Individualized Education Plan (IEP) team determines SPED 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, SPED students are educated with children who are not disabled. DES ensures that children with disabilities have access to educational programs and services available to non-disabled children.

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 / Academics: This strategy is to utilize data to identify, differentiate, and monitor student progress, growth and achievement. Douglas Elementary utilizes Orton Gillingham (OG), Heggerty, LETRS, IXL, Open Court, ARI framework and other resources to provide a balanced literacy approach for reading. OGAP, AMSTI, ELS/ Pathways to proficiency, and iReady Curriculum Associates are utilized for math instruction. To strengthen our special education students, Douglas Elementary uses SPIRE, OG, Lexia Horizons Elevate, Tier II and Tier III, and iReady. All of these programs are research based programs. Additional EL supports used are Flocabulary, TEAM, portions of Open Court, Summit K12 (EL), Nearpod, and Finish Line. All students are progress monitored using DIBELS to monitor progress, reevaluate deficiencies, and revise lessons to accommodate growth. The PST team meets monthly to look at specific needs and develop strategies to be used in the classroom for students with a deficit in academic programs.

Strategy 2 / Literacy: This strategy is promoting digital citizenship by educating students to responsibly use technology and its platforms. Teachers implement technology through academic enriched lessons to develop 21st Century skills for students to become productive citizens. These lesson allow technology opportunities to develop critical thinking.

Strategy 3 / EL Accountability: The focus of this strategy is to incorporate effective teaching practices to support English language acquisition. Douglas teachers use ARI teaching strategies and best practices along with supplemental programs such as Flocabulary, TEAM, portions of Open Court, Summit K12 (EL) , Nearpod, Finish Line, and to ensure success for ELL students. EL teachers pull ELL students in small groups for thirty minutes three times a week to give additional support and tiered instruction. Supplemental programs are utilized throughout the year to review and practice for ACCESS testing.

Strategy 4 / Family Engagement: To keep our school and family connected, Douglas Elementary communicates regularly with our students' families to ensure that everyone stays informed on school operations that affect our students and their households. Examples of our communication include student communication folders, newsletters, Black Board, Facebook, school website, PowerSchool Parent Portal, Dojo, Talking Points, and ParentSquare. Our school hosts events for families, students, and community to come together. To connect our school to students' home, our counselor provides services bi-weekly to all students. She utilizes Kudor Galaxy, Peer Helper Program, and Erin's Law.

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.)

All students receive large group guidance classes that correlate with the Alabama State Guidance and Counseling Plan bi-weekly. Marshall County Schools partner with the Mountain Lakes Behavioral Center to offer an in-school mental health therapist. We also partner with the Marshall County Child Advocacy Center to offer the SCAN program to students, and Marshall Medical Center North for The First Start Puberty Program. Our Special Education Students receive counseling as needed from North Alabama Counseling Center. The district employs a Behavioral Specialist, Mental Health Coordinator, and Social Workers. Students that exhibit problem behaviors are referred to the Problem Solving Team (PST). The team determines how to address the behavior problem and strategies and/or solutions for the classroom teacher.

Counseling: Free public education is equally provided to all students, whether migrant, EL, homeless, special education, or economic disadvantaged. These students have access to all services and programs including but not limited to free/reduced lunch, Title 1 services, Special Education, Counseling Services, and Department of Human Resources. Students receive services bi-weekly from the counselor. In her guidance classes, students participate in many programs such as P.A.T.H which provides a look at occupations that they could possibly be interested in the future. Health Awareness is also taught through the counseling classes.

Preparation for Post Secondary Education: N/ A Tiered Model: Douglas Elementary has a school-wide tiered instruction time built into the daily schedule. All teachers are responsible for tier 2 and tier 3 intervention. Math interventionist, trained in OGAP and Numbers, are utilized to instruct small groups with best practices. STAR reading/math assessments are given quarterly to evaluate students level of proficiency and growth. Students performing below proficient levels are provided with additional support through PST with tiered instruction. A Dyslexia Screener is given to the lowest ten percent of third graders that are not already identified and receiving other services. Students who qualify will receive SPIRE intervention lessons. Teachers will employ scaffolding instruction for students with like needs using ARI strategies. When necessary, one on one instruction is provided and assignments are accommodated to meet individual ability levels. Douglas Elementary School offers a summer program to reinforce academic skills per the Alabama Literacy Act. State standards not met according to state assessment, DIBELS, and STAR are indicators that are used to address the needs for small group instruction. Students that continue to struggle are brought to the Problem Solving Team, and the team reviews student scores and classroom information to determine a plan of action for individual students. The ESL committee will meet quarterly and Special Education committee will meet monthly and see if IELPs and IEPs are working or if adjustments are needed. Teachers are provided with healthcare plans, IEPs, IELPs, and 504 services that students receive.

Mental Health Services

- Referral process for administrators and counselors to Mental Health Service Coordinator and Social Workers
- Meagan's Law

-
- Jason Flatt Act/Suicide Prevention/Awareness Training provided to staff and students annually
 - Panorama Survey conducted to gather baseline information on student foundational wellness.
 - School based mental health therapist referral process
 - Self-Referral process created for students to refer themselves to Social Workers or Mental Health S
 - Youth Mental Health First Aid Training available to all staff
 - QPR Training available to all staff
 - Crisis Referral process for students
 - Edgenuity Purpose Print Modules for Social Emotional Learning
 - Peer Helper Portal

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.**

Douglas Elementary provides a tutoring program every Tuesday, Wednesday, Thursday, from 3:00-5:00. This is an early release day for every school in Marshall County School system. This is an extended learning opportunity to enable students to meet rigorous state standards in Reading. This opportunity is provided for those students not meeting the level of proficiency for the state standards. Students that are in PST, EL, SPED, or receiving Tier 3 instruction are invited to attend. Marshall County Schools conducts a summer program and students who need support in Reading and Math are invited.

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.

Services for children with limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth, under part A of Title VII, homeless children, and immigrant children are provided services in order to increase the program's effectiveness, eliminate duplications, and reduce fragmentation of the instructional program. All special populations have access to all services and programs available: free/reduced lunch, Title I, ESL, Special Education, At Risk, and counseling. Community resources (DHR, Department of Mental Health) provide necessary school supplies, food, clothing, and shelter. Students have equal access to the same free appropriate public education provided to all; the opportunity to meet the same state and performance standards to which all students are held without being stigmatized or isolated. Migrant students are identified upon enrollment and identified by the State Department of Education based on employment surveys; provided assistance in securing pertinent materials (immunization, social security cards, etc.) and served without regard to residential status. The needs are met through homeless and migrant grant funds. ESL students

are identified upon enrollment and receive a Home Language Survey to determine eligibility for testing if the survey indicates that the language is not English. All eligible students are tested with the WIDA_ACCESS Placement Test (W-APT) or WIDA Screener to determine eligibility. ESL committee members determine appropriate services. Services are provided for ESL students pull-out and inclusion instruction. Parents receive school documents in English, Spanish, or appropriate home language. The ESL committee reviews each student's progress annually. If the students exit the ESL program they will be monitored for two years to ensure success. Homeless students are identified at enrollment using State Department and federal regulations and provided with support from DHR, Social Services, and other agencies. The school will contact the LEA for possible funding or other needs. Title I and community resources provide homeless students with necessary school supplies, clothes, and other necessary items. Economically Disadvantaged with low incomes, are identified through the application for free and reduced lunches and receive special considerations for needed resources. Special Education services are provided in accordance with federal and state laws. Following a referral meeting to determine the need for an evaluation, an evaluation is conducted to determine eligibility for Special Education services. The IEP team develops the IEP based on the results of the evaluations if needed. Children with disabilities have access to a variety of education programs and services available to non-disabled children. In addition, students identified with learning and/or emotional disabilities are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. Neglected and delinquent are identified by one of the following sources: DHR, Social Services, LEA Attendance Officer, parent, teacher, or administrator. The counselor and administrator identify possible needed services for Neglected and delinquent students. The counselor monitors student grades and absences and ensures that the identified students have access to additional services as needed, including food, school supplies, and clothing. The LEA works directly with the courts to ensure parental cooperation. The Core ESL Program is instruction provided by the regular classroom teacher. Supplemental assistance is provided in English language acquisition by pull-out, in-class, tutoring, or through monitoring as needed by the ESL teacher and bi-lingual paraprofessionals. Students participate in the regular education program and extracurricular activities as all students do without barriers. Additional supports are provided for these students through the Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the school-wide program in addition to special education services. Homeless children and youth receive services through the school-wide program. In addition, all homeless children and youth are eligible for assistance through the district's Homeless Grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. Migrant students are provided services through Migrant funds. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day. During the summer, frequent home visits are made to support migrant students through tutoring, evaluation of well being, and school preparedness. Marshall County Schools does not operate an Indian Education program or Neglected and Delinquent program. The individual school advisory committees will specifically attempt to increase program effectiveness, eliminate

duplication, and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above. All schools in the Marshall County School District are Title I schools. The migrant students are guaranteed the same equal educational opportunity as other students in our school system. The ALSDE Employment Survey is part of the student registration packet for all kindergarten and new students. The employment surveys are completed and returned for the purpose of identifying migrant students and families. The survey is then forwarded to the central office for review. The migrant recruiters/home liaison will follow-up as needed for identification. The migrant recruiter works with the ALSDE recruiter to determine Priority I and Priority II students. Criteria established by the state department will be used in determining priority. Students will be assigned priority 1 if they are failing or in danger of failing and have interrupted schooling. Priority of services is determined by evaluation of the academic needs of migrant children, disruption by moves made during the school year, and at risk of failing. As soon as the priority status is determined, each principal is given a copy for use with their students. All Migrant students identified as Priority 1 will receive additional services. The principal shares this information with the literacy coach, math interventionist and ESL staff to help coordinate services to meet the needs for these students. The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies:

- Cooperatively working together in ensuring that all plans, goals, objectives, are communicated to all staff that is responsible for programs and fiscal responsibility that ensures compliance with state and federal regulations.

- Coordination of appropriate services with Homeless 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 by providing staff to translate forms and material, help to Hispanic families by providing services when needed and by providing tutorial services for children.

- Coordination of services with: *Head Start in order to provide referrals to Marshall County Special Needs Program. Marshall County School System provides Preschool Special Needs Service and Speech Language services to Marshall County students that attend Head Start and qualify for special education.

- Coordination of services with Marshall County Child Nutrition Program to provide nutritional food service 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 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.

- Coordination of services with the Marshall County Schools Migrant Program by providing additional services to families who meet the definition of "Migrant". Services provided are supplemental education, medical, academic assistance, clothing, referral to appropriate agencies.

-Coordination of services with the Marshall County Schools At-Risk program by providing referrals for children who need alternative education.

-Coordination with Title II Professional Learning Program to assist with staff training and with other technology based programs.

-Coordination with the district technology Director and other technology specialists to ensure that technology is integrated across the curriculum.

-Coordination with the Marshall County 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. A similar grouping is instrumental in the development of each school's individual school wide plan.

-Title I set-aside resources are used to supplement support for children with Limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth. Collaboration with home visitation, family literacy, and ESL staff ensures that duplication and fragmentation is eliminated. Special services are also provided through extended-day and extended-year programs. -Children with special needs receive supplemental assistance through Title I by removing any reasonable obstacles that inhibit full inclusion with Title I activities. This process is accomplished through consultation with non-Title I personnel best able to assess the needs of Title I children with special needs. Additional Title I support is made available through set-aside resources for eligible children when other means of support have been exhausted. Through collaboration with special needs programs, all buses have communication radios to ensure the safe transportation of students during extended-time activities.

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.

DES provides an interpreter to translate how to understand the child's progress report and ACCESS scores, and how we use these scores to provide the students with appropriate accommodations. A letter was sent home providing names, phone numbers, and email addresses for options of contact to ensure understanding. Additionally, we have a translator available for virtual meetings when requested. Virtual conferences are offered to discuss student progress, deficits, or improvements on as need basis.

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

Douglas Elementary had some turnover for the 2024-2025 school year. We added four new teachers due to non-renewals and increase in 4th grade enrollment

numbers. We welcomed an additional four new teachers due to resignations and transfers.

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

Douglas Elementary hires highly qualified teachers. Our teaching experience ranges from 1 year to 30+ years. We have 43 highly qualified teachers. Of the forty-three, twenty-two are classroom teachers for grades 3 through 5, three special education teachers, librarian, counselor, one and a half physical education teachers, reading specialist, two ESL teachers, a bi-lingual paraprofessional, a math interventionists, a math coach, a part-time contracted certified reading interventionist, a half unit-Assistant Principal, and a part-time contracted Assistant Principal. In addition, we have a part time translator and part-time STEM teacher. We also have two teachers and principal who are National Board Certified. The Reading Specialist provides turnaround professional development on College and Career Readiness Standards and also provides professional development incorporating ARI strategies with the core curriculum. The Principal, Assistant Principals, and Reading Specialist facilitate data meetings. The Reading Specialist also provides modeling and planning with classroom teachers. The Marshall County Board of Education provides various professional development opportunities for administration and teachers to ensure a more complete well rounded education for all students.

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)?

There is usually not a high turnover rate at Douglas Elementary. However, this year we have nine new teachers due to previous teachers job promotions, and transfers to various jobs in the district. We work hard to recruit and retain educators who are interested in maintaining ties with the Douglas Community. We strive to create a positive culture among all faculty and community members. When we have job openings, we use Harris Onboarding and True Hire to seek for highly qualified teachers. Marshall County implements a mentoring program to ensure new hires get the training needed to make employees successful.

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

Based on weaknesses indicated on the STAR reading and math assessment, our leaders saw a weakness in foundational skills for reading and math. Leadership decided to train teachers in Orton Gillingham (OG) for reading foundations and Open Court for Reading and Savvas for Math. We also have partnered with AMSTI to provide teachers with training of best mathematical practices. AMSTI provides us with AGAP training and 4 follow up PLCs. ELLEVATION training is required to assist teachers in implementing differentiated instruction for our EL students. EL-SummittK12 Diagnostic test for all four domains a learning path is created for the students. Our district has also partnered with the Bailey Group to provide assistance in promoting best practices and resources to our staff.

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

Professional stakeholders have participated in AMSTI Math and Science training, OGAP math strategies, Orton Gillingham (OT) for reading, iReady math, SPIRE training, ELLEVATION, Schoology, ACAP training, Google Platform training, SuccessMaker, Envision, and Audio Enhancement Incorporated, implementing Amplify Science, and PST meetings to disaggregate data for differentiate instruction.

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.

Teachers have common planning, and this time can be used to share ideas, plan for class instruction, and answer questions from the new teacher. The county provides a new teacher orientation before the school year begins. Additionally, new teachers are assigned a mentor teacher they collaborate with during and throughout the school year. We also have a literacy coach for third grade to do coaching cycles to support inexperienced teachers. A district Math Coach also provides opportunities for coaching & mentoring to the teachers. Marshall County Schools partners with the Bailey Education Group to provide customized professional development and side-by-side teacher coaching, which is performed by certified instructional coaches with a deep understanding of state standards for Reading, Math, Science, and Social Studies.

12. Describe how all professional development is “sustained and ongoing.”

As a system, we have an early release on every Friday. This is a time to evaluate data, have mandatory training sessions, grade level meetings, and other pertinent information that may come up throughout the year. Substitutes are secured for teachers via Title I money and general fund in order for teachers to attend professional development on and off campus. Marshall County also has a partnership with AAAMU/UAH Regional In-service Center for free professional development opportunities provided by the state. Marshall County partners with The Bailey Education Group to provide ongoing support and Professional Development to provide customized professional development and side-by-side teacher coaching, performed by certified instructional coaches with a deep understanding of state standards for Reading, Math, Science, and Social Studies.

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 Elementary School recognizes that students need support emotionally and academically during transition from Sloman Primary School to Douglas Elementary and from Douglas Elementary to Douglas Middle School. DES also realizes the need

for support when transitioning from one grade level to the next grade level. The following are transition activities offered: - DES provides transition activities for Sloman Primary School second grade students in May of each year. A "Move-Up Day" is scheduled which coincides with the date the primary school holds their awards program. The parents and second grade students are invited to visit Douglas Elementary School following the awards program. Parents and students are escorted by DES Peer Helpers. Information is provided by the principal, counselor, school nurse, and 3rd grade teachers. The following are examples of information provided to the parents: student "drop-off" and "pick-up" procedures, welcome letter from the principal, attendance policy, pamphlet outlining the guidance program and medication procedures. - Special Education students entering the 3rd grade are familiarized with the new environment with walk-throughs and introductions to the office staff and teachers. Severe needs are met by visiting no less than 1 time per week for 2 months. A Move-Up Day is also scheduled for the fifth grade students as they transition to Douglas Middle School. The schedule and activities are similar to the ones provided to second graders. If a new student is identified as EL through information gained on the Home Language Survey, he/she is recommended for EL services. Records are requested or the WAPT screener is administered to verify placement. Peer Tutors are assigned to various teachers to assist other students with transition / academic needs. Prior to the beginning of school, parents and students are invited to Orientation/Open House to familiarize themselves, with the school's surroundings and meet with their teacher. We promote school pride during the early years by partnering with Douglas High School to provide an opportunity for the Elementary students to attend a pep rally during the football season.

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)

N/A

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?

Classroom teachers will analyze student assessment data to monitor progress in reading and math. Assessment data will be gathered from ACAP, STAR, DIBELS, iReady, and classroom assessments. Teachers will reinforce positive behavior by

modeling, teaching and rewarding positive behaviors through our Safe and Civil School initiative. Data from all sources is disaggregated during the beginning of the year data meetings, grade level meetings, and PST meetings. Teachers monitor progress through formative assessment to guide instruction daily. Benchmark assessments are given with STAR and iReady 3 times a year to evaluate student performance with special attention given to those students that are further from achieving state standards. All groups are fluid and students are placed according to needs as determined from the data gathered from assessments utilized by Douglas Elementary School. Lesson plans are submitted to administration on a weekly basis. Teachers evaluate classroom data on a weekly basis. The goals for the 2024-2025 school year is to increase reading and math achievement at Douglas Elementary. Teachers will follow the Open Court Reading Curriculum and the enVision Math Curriculum. Orton Gillingham (OG) and STAR reading will be used to supplement reading. Success Maker, IXL, ELS, XtraMath, OGAP item bank of formative assessments, and Freckle will be used to supplement math.

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?

Classroom teachers will analyze student assessment data to monitor progress in reading and math. Assessment data will be gathered from ACAP, STAR, DIBELS, iReady and classroom assessments. Teachers will reinforce positive behavior by modeling, teaching and rewarding positive behaviors through our Safe and Civil School initiative. Data from all sources is disaggregated during the beginning of the year data meetings, grade level meetings, and PST meetings. Teachers monitor progress through formative assessment to guide instruction daily. Benchmark assessments are given with STAR and iReady 3 times a year to evaluate student performance with special attention given to those students that are further from achieving state standards. All groups are fluid and students are placed according to needs as determined from the data gathered from assessments utilized by Douglas Elementary School. Lesson plans are submitted to administration on a weekly basis. Teachers evaluate classroom data on a weekly basis. Douglas Elementary is keeping the goal to increase reading achievement. The goals for the 2024-2025 school year is to increase reading and math achievement at Douglas Elementary. Teachers will follow the Open Court Reading Curriculum and the enVision Math Curriculum. Orton Gillingham (OG) and STAR reading will be used to supplement reading. Success Maker, IXL, ELS, XtraMath, OGAP item bank of formative assessments, and Freckle will be used to supplement math.

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?

Committees are developed through being appointed or volunteering. The Leadership team is responsible for developing the ACIP. The team meets annually to compare the ACIP to the most recent data. During August and September the ACIP team and school staff examine all the data available (state assessments, STAR,

DIBELS, and School Incident Report, Educate Alabama, Parent Surveys and other local information) input from faculty, staff and parents are considered and a revised ACIP is drafted which includes suggestions for school improvement strategies, professional development needs, and budget needs. The budgeted needs are shared with the faculty and staff. DES will spend Title I monies according to the needs surveys; according to the greatest need, as determined by surveys and the Leadership Committee. We conducted a DES Faculty Needs Assessment which reveal the need for Chromebooks, and desktops. In addition, we allocated monies for one 1/2 salaried teacher unit, two interventionists, instructional materials, instructional software, and parental involvement materials. Once completed, the draft is reviewed by the faculty, and a copy is uploaded to the school website for public review, Google classroom for the faculty, and a copy is placed in the front office.

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.

Douglas Elementary School will provide tutoring services every Tuesday, Wednesday, Thursday, from 3:00-5:00. The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies: Cooperatively working together in ensuring that all plans, goals, objectives, are communicated to all staff that is responsible for programs, and fiscal responsibility that ensures compliance with state and federal regulations. Coordination of appropriate services with Homeless 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 a Second Language by providing staff to translate forms and material, provide help to Hispanic families by providing services when needed and by providing tutorial services for children. Coordination of services with Marshall County Child Nutrition Program to provide nutritional food service 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 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. Coordination of services with the Marshall County Schools Migrant Program by providing additional services to families who meet the definition of "Migrant". Services provided are supplemental education, medical, academic assistance, clothing, referral to appropriate agencies. Coordination of services with the Marshall County Schools At-Risk program by providing referrals for children who need alternative education. Coordination with Title II Professional Learning Program to assist with staff training and with other technology based programs. Coordination

with the district technology Director and other technology specialist to 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).

Our Child Nutrition Program supports free lunches for all students. Counseling classes are scheduled every other week. The Marshall County Migrant Program offers additional services to families who meet the definition of "Migrant". Peer Helpers will be trained to be attentive listeners. Douglas Elementary School celebrates Red Ribbon Week that encourages a healthy, drug free lifestyle. Adults are informed of Adult Education Classes that are offered. We have Migrant recruiters that visit homes and identify resources available to them.

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

 [AL Literacy Night Sign In Sheet](#)

 [Alabama Literacy Act Family Awareness](#)

 Meet the Teacher Night

 [Parent Orientation/Meet the Teacher Night](#)

 Title I Parent Night

 Title I Parent Night Sign-In Sheet

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))

Each year the faculty and staff meet to elect members for all committees for the upcoming school year. The Leadership team is responsible for developing the ACIP. The team meets annually to compare the ACIP to the most recent data. During August and September the ACIP team and school staff examine all the data available (state assessments, STAR, DIBELS, iReady Math, and School Incident Report, Educate Alabama, Parent Surveys and other local information) input from faculty, staff, and parents is considered and a revised ACIP is drafted which includes suggestions for school improvement strategies, professional development needs, and budget needs. Once completed, the draft is reviewed by the faculty, and is posted on the school website for public review, Google Classroom for faculty review, and a copy is placed in the front office and teacher workroom. DES will spend Title I monies according to the greatest needs, as determined by surveys and the Leadership and Budget Committees. We conducted a DES Faculty Needs Assessment which revealed the need for supporting students who are experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards and purchasing supplemental staff/programs/materials/supplies.

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.

Students and parents will be accommodated after school hours when needed. Various meetings include School / Classroom Parent Orientation, Title I Parent Meeting, Family Reading Activities, Awards Presentation, STEM Night, and other various parental involvement activities. When needed, parents may request multiple meetings with teachers and/or administration. Notification of meetings may include classroom newsletters, personal letters, Blackboard, Class Dojo, Facebook, Twitter, news media, flyers, etc. The principal, assistant principal, translators, counselor, and teachers will be available at the meeting to address parent needs. Efforts will be made to inform all parents in their native language.

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).

Every year, DES offers parents a survey opportunity in order to give them a voice in the school's decisions. Additionally, all parents/guardians are invited to make comments at any time concerning the Douglas Elementary School Continuous

Improvement Plan as to changes in the plan in order to make it better for all involved. Our Leadership Team has two parents that have helped work on needs and met with community members and spoke of changes they see that need to be made. Comments may be made to the school, the Marshall County Board of Education, or the State Board of Education. Any comments or suggestions can be made to the principal or any staff member. These comments or suggestions may be done in writing or by phone. Parents are informed of involvement opportunities via Printed notices, Monthly Calendar of Event, Telephone Calls, Class Dojo, Facebook, Twitter, Blackboard, Brochures, Flyers, News Releases, Parent Communication Folders, and Newsletters.

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

The Title I committee voted to continue communication folders and organizational folders. Communication folders will be used to transfer information from school to home and vice versa. Organizational folders are for parents to have at home to ensure school services provided by the school will be at their fingertips. Brochures from Parent Institute educating parents on how to help promote successful school work and/or homework will be a part of these folders. As part of Safe and Civil Schools, we will sending shout outs parents and students about good behaviors, grades, and respect that is observed in the classroom .

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))

Douglas Elementary School uses ParentSquare, email, social media, and school flyers, in both English and Spanish. At our DES Open House, parents are invited to meet with teachers and discuss the subject content of the class. Grading policies and expectations may be discussed at this time as well. Parent/Guardian input is encouraged at this time. Parent meetings are held in Spanish including a data meetings to help parent understand school report cards and test assessments. Our Title 1 Parent Night was held in English with Spanish translators available. ACCESS/ WIDA scores and parent concerns were addressed in their native language. The Douglas campus hosts several meetings of this nature throughout the year.

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 a written and signed agreement by school personnel, parents/guardians, and students to complete their responsibilities for student learning. It is an agreement to work together as a community to ensure that students are receiving the best education in a loving supportive environment by all parties. These Compacts are revisited/updated annually and at parent/guardian conferences; Each party reaffirms their dedication to student learning annually to build a partnership to aid students' in their pursuit of improved academic achievement. The Leadership committee helped evaluate the compact with input from various parents and stakeholders that served 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))

All parents/guardians are encouraged to participate in their child's education. DES has an open door policy in which parents are encouraged to visit with teachers, staff, and administration to voice concerns and dissatisfaction. Parents are invited to serve on the committee. DES sends home parent surveys that allow parents/guardians to make suggestions, express concerns, and recommendations for improvements for student learning, communication, and to develop better relationships throughout the community. Parents/guardians are also able to express concerns to teachers, staff, and administration by phone, written letters, or emails. Parents are encouraged to arrange conferences with teachers when they feel the need. They may take these opportunities to express any concerns they may have regarding their child's education.

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.

Douglas Elementary believes that parenting skills are to be promoted and supported. Our goal is to inform and involve parents/guardians in order to enhance the home environment and increase student achievement. Our objectives are to provide opportunities to learn about school programs and policies, to identify parenting skills needed, and provide training opportunities. 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 foster parental involvement to work with their children to improve their children's achievement, such as literacy training and

using technology, as appropriate. -Our LEA Parent and Family Engagement Plan follows guidelines and requirements of Every Student Succeeds Act and is utilized to ensure Title I parents/guardians have the right to be involved in their children's academic process. It includes the LEA's expectations for parents and families, how the LEA will involve parents in decision-making, and how the LEA will work to build the schools' and parents' capacity for strong parental involvement to improve student academic achievement. -Translators are always provided at meetings to promote unity and equality for our EL population to feel involved and able to understand what it means to be a partner in their children's education.

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.

Douglas Elementary also believes that parents play an integral role in assisting student learning. Our PTO program has been a vital resource in our school for teachers and students. Our goal is to bridge the gap between parental involvement and student learning. Our objectives are to make parents aware of their integral role in student learning and to provide training opportunities. The strategies we will incorporate are parental informational opportunities such as Open House, Assessment Information Night in which parents are informed of types of assessments, assessment procedures and interpretation of data, Family Reading Night, STEM Night, Awards Day, and Move-Up Day. 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.

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.

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. Douglas Elementary School invites all parents of participating students to an annual meeting at the school to explain the School-Wide Plan. The objectives included in this explanation are the benefits and activities, federal guidelines, and the role of all parents in the education of their children. Douglas Elementary seeks parental input to form a partnership with the parents. Numerous opportunities are available throughout the school year for parent participation including all policy and planning committees. Parents and/or guardians are invited to tour the school, meet the faculty, and ask for general information regarding the school and its procedures during Orientation and Open House. The school also provides handouts for parents covering various topics such as helping students with homework, coping with stress, boosting self-esteem, improving math and reading skills, discipline, nutritional health, and tips on motivating students to learn. These handouts are provided in both English and Spanish. Parents are encouraged to arrange conferences with teachers at any time. They may take these opportunities to express any concerns they may have regarding their child's education. Awards Day is held at the end of the school year. These ceremonies are announced in advance. All parents are invited to attend. Classes will have the opportunity to go on field trips. Parents may be asked to attend these field trips as chaperones. Parents or guardians may also be asked to volunteer to serve as room parents to plan classroom events. The media specialist may invite parents or guardians to assist in the school book fair held in the fall and spring of the year. The book fair, as well as other school-wide activities, will be announced in the newsletters and also on the marquee located in front of Douglas Elementary and social media. Douglas Elementary has an active PTO. Any parent who is interested in being involved in the PTO is encouraged to attend meetings and help when able.

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.

Douglas Elementary School's goal is to inform and train parents/guardians in order to enhance the home environment and increase student achievement. Our objectives are to provide opportunities to learn about school programs and policies, to identify parenting skills needed, and to provide training opportunities. Parental Needs Survey, and "open door" visitation policy, and parental information opportunities such as Open House, Assessment Information Night, Family Reading Night, STEM night, Awards Day, and Move-Up Day. We presently have parents of many ethnic backgrounds who are actively involved in parenting activities. We have an interpreter who communicates with parents to meet their needs. The Migrant Program provides family services in accordance to state law to help families avoid social isolation and to provide necessary information on local services and agencies.

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.

Douglas Elementary makes every effort to provide information on all school meetings, reports, parent notices, etc., in native languages for the parents of our EL students. A translator is located on campus that provides assistance to parents who need help understanding the paperwork. The translator is also available for parent conferences and telephone conversations. Douglas Elementary makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. At the beginning of each school year, we send Parent Surveys, Parent Volunteer Forms and Parent Compacts home in order to open a door for parent involvement/contacts. All responses are acknowledged and procedures are put into place to follow up with activities if deemed necessary.

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))

Each year the faculty and staff meet to elect members for all committees for the upcoming school year. The Leadership team is responsible for developing the ACIP. The team meets annually to compare the ACIP to the most recent data. During August and September the ACIP team and school staff examine all the data available (state assessments, STAR, DIBELS, iReady Math, and School Incident Report, Educate Alabama, Parent Surveys and other local information) input from faculty, staff and parents is considered and a revised ACIP is drafted which includes suggestions for school improvement strategies, professional development needs, and budget needs. Once completed, the draft is reviewed by the faculty, and is posted on the school website, posted in Google Classroom for teachers, and a copy is placed in the front office. DES will spend Title I monies according to the greatest needs, as determined by surveys and the Leadership and Budget Committees. We conducted a DES Faculty Needs Assessment which revealed the need for supporting students who are experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards and purchasing supplemental staff/programs/materials/supplies.

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



FSY 26 Title I Budget

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)
 <u>AL Literacy Night Sign In Sheet</u>	AL Literacy Night Sign In Sheet	• 1
 <u>Alabama Literacy Act Family Awareness</u>	Alabama Literacy Act Family Awareness	• 1
 FSY 26 Title I Budget	FSY 26 Title I Budget	•
 Math and STEM Night		•
 Meet the Teacher Night	Meet the Teacher Night	• 1
 <u>Parent Orientation/Meet the Teacher Night</u>	Parent Orientation/Meet the Teacher Night Parents attended an orientation with the teacher and were advised on classroom rules and procedures for the upcoming school year. Students were able to attend and meet their new teacher.	• 1
 Title I Parent Night	Title I Parent Night	• 1
 Title I Parent Night Sign-In Sheet	Title I Parent Night Sign-In Sheet	• 1

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide ongoing professional development in reading and math to improve best instructional practices.

Key Measures

- DIBELS mClass Data Analysis (Learner Achievement)
- STAR DATA Analysis (See Learner Achievement)
- ACAP (See Learner Proficiency)
- ACCESS scores (See Learner Proficiency)

Intended Outcome(s)

- Increase student achievement

Objective

Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources: \$67739.02

Source of Funding: Title I

Other

- Funding provided by Title I funding.
1/2 Teacher Unit, Part-Time Reading Interventionist

Critical Initiative

Provide appropriate tiered instruction based on student needs by highly qualified interventionists for both reading and math.

Key Measures

- STAR Data Analysis Reading & Math
- Do the Math (T3 Instructional Support)
- S.P.I.R.E (T3 Instructional Support)

Intended Outcome(s)

- Improve overall achievement and reduce strategic and intensive students

Objective

Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding: State Funded

Other

- Supported 100% from the state for the Literacy Act

Critical Initiative

The reading specialist will work closely with third grade students and teachers.

Key Measures

- DIBELS mClass Data Analysis

Intended Outcome(s)

- Increase best instructional practices to promote student growth by use of best teaching strategies.

Objective

Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources: \$13255.26

Source of Funding: Title I

Other

- Renaissance Program supports: AR, STAR, MyOn, Freckle, Lalilo

Critical Initiative

STAR & iReady diagnostic and mClass Progress Monitoring will show the reading & math proficiency for third grade students.

Key Measures

- DIBELS mClass Data Analysis (Learner Achievement)

Intended Outcome(s)

- Increased reading fluency for all third grade students

Objective

Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding: Title I Funds, Title I Funds

Other

- \$18 per student
- IXL Cost: \$18 per Child

Critical Initiative

IXL & ELS, ELA & Math.

Key Measures

- STAR DATA Analysis (See Learner Achievement)
- ACAP (See Learner Proficiency)

Intended Outcome(s)

- Increased proficiency on the ACAP in Writing, Comprehension, Math, and Science.

Objective

Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding: Title I

Other

Critical Initiative

Promote student learning of how to become a good citizen through the Lady Liberty Program

Key Measures

- Completion of Lady Liberty Coursework

Intended Outcome(s)

- Increase student leadership & pride in becoming a good citizen.

Objective

Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding: Title I

Other

Critical Initiative

Technology lessons/activities provided by STEM, Math Interventionists, Media Specialist, and classroom teachers.

Key Measures

- Documentation of use through principal observation

Intended Outcome(s)

- Teacher support in implementation of DL & CS standards cross-curricular.

Objective

Provide appropriate & sufficient technology resources to students, families, and teachers.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding: Title I/State Funds

Other

Critical Initiative

Interactive Panels, Ladybugs, & Document cameras are in classrooms. Chromebooks are available for each students use.

Key Measures

- Lesson plans including DL & CS standards in lesson
- Digital Student Work (IXL, Writing Tasks, Google)
- Student Surveys

Intended Outcome(s)

- Improve digital learning, digital citizenship, and preparation for online assessments.

Objective

Provide appropriate & sufficient technology resources to students, families, and teachers.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding: Title I Funds

Other

- \$18 per student

Critical Initiative

IXL ELA, ELS, Math, available to all students.

Key Measures

- IXL Pathway & ELS Assessment for student growth

Intended Outcome(s)

- Increase student growth within each course through use of IXL & ELS to increase instructional rigor.

Objective

Provide appropriate & sufficient technology resources to students, families, and teachers.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding: District

Other

- To replace outdated access points to enhance wireless connectivity & improve digital access for stud

Critical Initiative

Enhance wireless capabilities in all areas. Increase student access to devices.

Key Measures

- Purchase Orders
- Inventory

Intended Outcome(s)

- Ensuring reliable & efficient online learning promoting success & equitable technology.

Objective

To replace outdated access points to enhance wireless connectivity & improve digital access for students, for academic success & equity for all.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Teachers use ELlevation & Flocabulary strategies for explicit and differentiated instruction, adjust support for ESL's at different levels of language proficiency and background knowledge.

Key Measures

- ACCESS scores (See Learner Proficiency)

Intended Outcome(s)

- Proficiency in English Language as measured by assessment results

Objective

Utilize effective teaching strategies to support English Language acquisition

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide professional development on effective use of ELlevation strategies.

Key Measures

- Provided CEU documentation

Intended Outcome(s)

- Documentation of professional learning

Objective

Utilize effective teaching strategies to support English Language acquisition

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Monthly PST and Quarterly IELP meetings.

Key Measures

- DIBELS mClass Data Analysis (Learner Achievement)
- STAR DATA Analysis (See Learner Achievement)
- ELlevation Strategies
- Can Do Descriptors
- PST Data to Drive Instruction

Intended Outcome(s)

- Increase student growth through appropriate instructional Tiered resources.

Objective

Utilize effective teaching strategies to support English Language acquisition

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

DIBELS mClass testing for 3rd grade ESL students.

Key Measures

- DIBELS mClass Data Analysis (Learner Achievement)
- IELP Plan and Meeting with ESL Committee

Intended Outcome(s)

- Increase student fluency proficiency.

Objective

Utilize effective teaching strategies to support English Language acquisition

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

STAR testing and differentiated instructional practices.

Key Measures

- STAR DATA Analysis (See Learner Achievement)
- IELP Plan and Meeting with ESL Committee

Intended Outcome(s)

- Increased use of ELLevation strategies

Objective

Utilize effective teaching strategies to support English Language acquisition

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources: \$26892.00

Source of Funding: Title III

Other

Critical Initiative

Students scores on ACCESS English Language Proficiency test based on WIDA English Language Development Standards.

Key Measures

- ACCESS scores (See Learner Proficiency)

Intended Outcome(s)

- Increase students being proficient at 4.8 and exiting EL.

Objective

Utilize effective teaching strategies to support English Language acquisition

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources: \$44603.19

Source of Funding: Title I, Title I

Other

Critical Initiative

Provide effective communication between parents & students with bilingual paraprofessional/translator.

Key Measures

- Increased attendance at events.

Intended Outcome(s)

- Increase Parent involved & inviting atmosphere at DES for parents & Students

Objective

Utilize effective teaching strategies to support English Language acquisition

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Increase positive culture through improving professionalism, communication, and stakeholder involvement.

Key Measures

- Maintain PTO
- Increase teacher participation in events at school
- Reduce SM post with negative reflections on MCBE.

Intended Outcome(s)

- Increase parent involvement within the school, teacher participation in events & professionalism.

Objective

Strategies from Safe & Civil Schools & School-Wide Behavior Plan to raise ADA, decrease student discipline referrals, & encourage academic growth.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding: NA

Other

Critical Initiative

Counselor/Librarian conducts pre-recorded video daily morning announcements including accomplishments, upcoming events, jokes, etc.

Key Measures

- Morning Announcements

Intended Outcome(s)

- All stakeholders being acknowledged for accomplishments & setting high expectations.

Objective

Strategies from Safe & Civil Schools & School-Wide Behavior Plan to raise ADA, decrease student discipline referrals, & encourage academic growth.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Resource(s)

Total Financial Resources:

Source of Funding: Local School Funds

Other

- PTO Support/High School Peer/Peer Support

Critical Initiative

Safe & Civil School Wide Behavior Expectations: Students earn 5 tickets daily for attending school. Students can use tickets at the school store and earn a special end of the semester celebration.

Key Measures

- ADA & Incident Reports

Intended Outcome(s)

- Increase Positive behaviors and promote importance of attendance.

Objective

Strategies from Safe & Civil Schools & School-Wide Behavior Plan to raise ADA, decrease student discipline referrals, & encourage academic growth.

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Douglas Elementary School

Vision

Every student will grow academically, socially, and emotionally through a challenging, engaging, and inspiring environment.

Mission

Douglas Elementary's mission is to develop a diverse community of well-rounded, responsible, life-long learners.

Beliefs

We believe core foundational skills across the curriculums are the key for student achievement, and that working closely with families and community will help students reach their highest potential in becoming productive citizens.

Academic Improvement	Technology Education	English Learners	Stakeholder Involvement	Mental Health	STEM
Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
• Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.	• Provide appropriate & sufficient technology resources to students, families, and teachers. • To replace outdated access points to enhance wireless connectivity & improve digital access for students, for academic success & equity for all.	• Utilize effective teaching strategies to support English Language acquisition	• Strategies from Safe & Civil Schools & School-Wide Behavior Plan to raise ADA, decrease student discipline referrals, & encourage academic growth.		
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
• Provide ongoing professional development in reading and math to improve best instructional practices.	• Technology lessons/activities provided by STEM, Math Interventionists, Media Specialist, and classroom teachers.	• Teachers use ELlevation & Flocabulary strategies for explicit and differentiated instruction, adjust support for ESL's at different levels of	• Increase positive culture through improving professionalism, communication, and stakeholder involvement.		

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
• Provide appropriate tiered instruction based on student needs by highly qualified interventionists for both reading and math. • The reading specialist will work closely with third grade students and teachers. • STAR & iReady diagnostic and mClass Progress Monitoring will show the reading & math proficiency for third grade students. • IXL & ELS, ELA & Math. • Promote student learning of how to become a good citizen through the Lady Liberty Program	• Interactive Panels, Ladybugs, & Document cameras are in classrooms. Chromebooks are available for each student's use. • IXL ELA, ELS, Math, available to all students. • Enhance wireless capabilities in all areas. Increase student access to devices.	- language proficiency and background knowledge. • Provide professional development on effective use of ELlevation strategies. • Monthly PST and Quarterly IELP meetings. • DIBELS mClass testing for 3rd grade ESL students. • STAR testing and differentiated instructional practices. • Students' scores on ACCESS English Language Proficiency test based on WIDA English Language Development Standards. • Provide effective communication between parents & students with bilingual paraprofessional/translator.	• Counselor/Librarian conducts pre-recorded video daily morning announcements including accomplishments, upcoming events, jokes, etc. • Safe & Civil School Wide Behavior Expectations: Students earn 5 tickets daily for attending school. Students can use tickets at the school store and earn a special end of the semester celebration.		
Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
• DIBELS mClass Data Analysis (Learner Achievement) • STAR DATA Analysis (See Learner Achievement) • ACAP (See Learner Proficiency) • ACCESS scores (See Learner Proficiency) • STAR Data Analysis Reading & Math • S.P.I.R.E (T3 Instructional Support)	• Documentation of use through principal observation • Lesson plans including DL & CS standards in lesson • Digital Student Work (IXL, Writing Tasks, Google) • Student Surveys • IXL Pathway & ELS Assessment for student growth • Purchase Orders	• ACCESS scores (See Learner Proficiency) • Provided CEU documentation • DIBELS mClass Data Analysis (Learner Achievement) • STAR DATA Analysis (See Learner Achievement) • ELlevation Strategies • Can Do Descriptors • PST Data to Drive Instruction	• Maintain PTO • Increase teacher participation in events at school • Reduce SM post with negative reflections on MCBE. • Morning Announcements • ADA & Incident Reports		

Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
• Do the Math (T3 Instructional Support) • DIBELS mClass Data Analysis • Completion of Lady Liberty Coursework	• Inventory	• IELP Plan and Meeting with ESL Committee • Increased attendance at events.			

Objective

Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Critical Initiative

Provide ongoing professional development in reading and math to improve best instructional practices.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

- DIBELS mClass Data Analysis (Learner Achievement)
- STAR DATA Analysis (See Learner Achievement)
- ACAP (See Learner Proficiency)
- ACCESS scores (See Learner Proficiency)

Critical Initiative

Provide appropriate tiered instruction based on student needs by highly qualified interventionists for both reading and math.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

- STAR Data Analysis Reading & Math
- S.P.I.R.E (T3 Instructional Support)
- Do the Math (T3 Instructional Support)

Critical Initiative

The reading specialist will work closely with third grade students and teachers.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

- DIBELS mClass Data Analysis

Critical Initiative

STAR & iReady diagnostic and mClass Progress Monitoring will show the reading & math proficiency for third grade students.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

- DIBELS mClass Data Analysis (Learner Achievement)

Critical Initiative

IXL & ELS, ELA & Math.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

- STAR DATA Analysis (See Learner Achievement)
- ACAP (See Learner Proficiency)

Critical Initiative

Promote student learning of how to become a good citizen through the Lady Liberty Program

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

- Completion of Lady Liberty Coursework

Objective

Provide appropriate & sufficient technology resources to students, families, and teachers.

Critical Initiative

Technology lessons/activities provided by STEM, Math Interventionists, Media Specialist, and classroom teachers.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

Documentation of use through principal observation

Critical Initiative

Interactive Panels, Ladybugs, & Document cameras are in classrooms. Chromebooks are available for each students use.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

Lesson plans including DL & CS standards in lesson
Digital Student Work (IXL, Writing Tasks, Google)
Student Surveys

Critical Initiative

IXL ELA, ELS, Math, available to all students.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

IXL Pathway & ELS Assessment for student growth

Objective

To replace outdated access points to enhance wireless connectivity & improve digital access for students, for academic success & equity for all.

Critical Initiative

Enhance wireless capabilities in all areas. Increase student access to devices.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

- Purchase Orders
- Inventory

Objective

Utilize effective teaching strategies to support English Language acquisition

Critical Initiative

Teachers use ELlevation & Flocabulary strategies for explicit and differentiated instruction, adjust support for ESL's at different levels of language proficiency and background knowledge.

Start Date: 08/01/2025 End Date: 05/26/2028

Key Measures

ACCESS scores (See Learner Proficiency)

Critical Initiative

Provide professional development on effective use of ELlevation strategies.

Start Date: 08/01/2025 End Date: 05/26/2028

Key Measures

Provided CEU documentation

Critical Initiative

Monthly PST and Quarterly IELP meetings.

Start Date: 08/01/2025 End Date: 05/26/2028

Key Measures

- DIBELS mClass Data Analysis (Learner Achievement)
- STAR DATA Analysis (See Learner Achievement)
- ELlevation Strategies
- Can Do Descriptors
- PST Data to Drive Instruction

Critical Initiative

DIBELS mClass testing for 3rd grade ESL students.

Start Date: 08/01/2025 End Date: 05/26/2028

Key Measures

- DIBELS mClass Data Analysis (Learner Achievement)
- IELP Plan and Meeting with ESL Committee

Critical Initiative

STAR testing and differentiated instructional practices.

Start Date: 08/01/2025 End Date: 05/26/2028

Key Measures

- STAR DATA Analysis (See Learner Achievement)
- IELP Plan and Meeting with ESL Committee

Critical Initiative

Students scores on ACCESS English Language Proficiency test based on WIDA English Language Development Standards.

Start Date: 08/01/2025 End Date: 05/26/2028

Key Measures

ACCESS scores (See Learner Proficiency)

Critical Initiative

Provide effective communication between parents & students with bilingual paraprofessional/translator.

Start Date: 08/01/2025 End Date: 05/26/2028

Key Measures

Increased attendance at events.

Objective

Strategies from Safe & Civil Schools & School-Wide Behavior Plan to raise ADA, decrease student discipline referrals, & encourage academic growth.

Critical Initiative

Increase positive culture through improving professionalism, communication, and stakeholder involvement.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

- Maintain PTO
- Increase teacher participation in events at school
- Reduce SM post with negative reflections on MCBE.

Critical Initiative

Counselor/Librarian conducts pre-recorded video daily morning announcements including accomplishments, upcoming events, jokes, etc.

Start Date: 08/01/2025End Date: 05/26/2028

Key Measures

- Morning Announcements

Critical Initiative

Safe & Civil School Wide Behavior Expectations: Students earn 5 tickets daily for attending school. Students can use tickets at the school store and earn a special end of the semester celebration.

Start Date: 08/01/2025End Date: 05/02/2028

Key Measures

- ADA & Incident Reports

Critical Initiative

On Track

Provide ongoing professional development in reading and math to improve best instructional practices.

Objective:

Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Critical Initiative

On Track

Provide appropriate tiered instruction based on student needs by highly qualified interventionists for both reading and math.

Objective:

Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Activity

Teacher, Read Interventionist Tiered Instr

Person responsible:
Teachers/Interventionist

Launch Date: 08/01/2025

Required Resource(s):

Financial Resource: \$67739.02
Other Resource: Funding provided by Title I funding.
1/2 Teacher Unit, Part-Time Reading Interventionist

Source of Funding: Title I

Activity Measure(s)

Teacher Support

Benchmark(s)

Benchmark: 2025-2026 SY
Date: 08/01/2025

Critical Initiative

The reading specialist will work closely with third grade students and teachers.

Objective:
Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Activity

Literacy Coach for 3rd grade support

Person responsible: Carla Long		Launch Date: 08/01/2025	
Required Resource(s):			
Financial Resource:		Source of Funding: State Funded	
Other Resource: Supported 100% from the state for the Literacy Act			
Activity Measure(s)		Benchmark(s)	
Teacher/Student support and coaching.		Benchmark: 2025-2026 SY	Date: 08/01/2025

Critical Initiative

On Track

STAR & iReady diagnostic and mClass Progress Monitoring will show the reading & math proficiency for third grade students.

Objective:
Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Activity

Renaissance Program

Person responsible: Teachers/Reading Specialist/Math Interventionist	Launch Date: 08/01/2025
--	--------------------------------

Required Resource(s): Financial Resource: \$13255.26 Other Resource: Renaissance Program supports: AR, STAR, MyOn, Freckle, Lalilo	Source of Funding: Title I
---	-----------------------------------

Activity Measure(s)	Benchmark(s)
Student Enrichment & Deficit Support, Assessments, Progress Monitoring, & Learning Pathways	Benchmark: 2025-2026 SY Date: 08/01/2025

Douglas Elementary 2025 -2026

Douglas Elementary School

Improvement

Critical Initiative

On Track

IXL & ELS, ELA & Math.

Objective:

Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Activity

IXL Software Purchase

Person responsible: Classroom Teachers

Launch Date: 10/27/2025

Required Resource(s):

Financial Resource:
Other Resource: \$18 per student

Source of Funding: Title I Funds

Activity Measure(s)

Student growth within their pathway in IXL within the content areas: ELA, Math, Science, & Social Studies

Benchmark(s)

Benchmark: 2025-2026 SY **Date:** 10/27/2025

Activity

IXL

Person responsible: Classroom Teachers

Launch Date: 10/27/2025

Required Resource(s):

Financial Resource:
Other Resource: IXL Cost: \$18 per Child

Source of Funding: Title I Funds

Activity Measure(s)

Improved Student Achievement

Benchmark(s)

Benchmark: 2025-2026 SY **Date:** 10/27/2025

Check Benchmarks to ensure student growth

Critical Initiative

On Track

Promote student learning of how to become a good citizen through the Lady Liberty Program

Objective:
Provide high-quality data-driven instruction through best instructional strategies to identify, differentiate, and monitor student growth.

Activity

Kick-Off & Celebration of Lady Liberty

Person responsible: 5th Grade Level Rep **Launch Date:** 10/01/2025

Required Resource(s):
Financial Resource: Source of Funding: Title I
Other Resource:

Activity Measure(s)	Benchmark(s)
	Benchmark: 2025-2026 SY Date: 10/01/2025

Douglas Elementary 2025 -2026

Douglas Elementary School

Education

Critical Initiative

On Track

Technology lessons/activities provided by STEM, Math Interventionists, Media Specialist, and classroom teachers.

Objective:

Provide appropriate & sufficient technology resources to students, families, and teachers.

Activity

STEM Night

Person responsible: STEM
Teacher/Math Interventionist

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding: Title I

Activity Measure(s)

Increased Parent Involvement/ Increase
PTO participants

Benchmark(s)

Benchmark: 2025-2026 SY

Date: 10/01/2025

Critical Initiative

Interactive Panels, Ladybugs, & Document cameras are in classrooms.
Chromebooks are available for each students use.

Objective:
Provide appropriate & sufficient technology resources to
students, families, and teachers.

Activity

Purchase of technology to keep up to date devices

Person responsible:
Administration/Library Media Specialist

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding: Title I/State Funds

Activity Measure(s)

Continuous cycling of devices to keep
appropriate, useable technology in
place.

Benchmark(s)

Benchmark: 2025-2026 SY **Date:** 10/01/2025

Douglas Elementary 2025 -2026

Douglas Elementary School

Education

Critical Initiative

On Track

IXL ELA, ELS, Math, available to all students.

Objective:

Provide appropriate & sufficient technology resources to students, families, and teachers.

Activity

Improve student growth

Person responsible: Classroom Teachers/Math Interventionist

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:

Source of Funding: Title I Funds

Other Resource: \$18 per student

Activity Measure(s)

Benchmark(s)

Improved student growth

Benchmark: 2025-2026 SY

Date: 10/01/2025

Douglas Elementary 2025 -2026

Douglas Elementary School

Education

Critical Initiative

On Track

Enhance wireless capabilities in all areas. Increase student access to devices.

Objective:

To replace outdated access points to enhance wireless connectivity & improve digital access for students, for academic success & equity for all.

Activity

Enhance wireless capabilities in all areas.

Person responsible: District IT
Department

Launch Date: 07/01/2024

Required Resource(s):

Financial Resource:

Source of Funding: District

Other Resource: To replace outdated access points to enhance wireless connectivity & improve digital access for stud

Activity Measure(s)

Benchmark(s)

Increase student access to devices.

Benchmark: 2024-2025
School Year

Date: 07/01/2024

rnrs

Critical Initiative

On Track

Teachers use ELlevation & Flocabulary strategies for explicit and differentiated instruction, adjust support for ESL's at different levels of language proficiency and background knowledge.

Objective:

Utilize effective teaching strategies to support English Language acquisition

rnrs

Critical Initiative

On Track

Provide professional development on effective use of ELlevation strategies.

Objective:

Utilize effective teaching strategies to support English Language acquisition

Douglas Elementary 2025 -2026

Douglas Elementary School

rnrs

Critical Initiative

On Track

Monthly PST and Quarterly IELP meetings.

Objective:

Utilize effective teaching strategies to support English Language acquisition

Douglas Elementary 2025 -2026

Douglas Elementary School

rnerners

Critical Initiative

On Track

DIBELS mClass testing for 3rd grade ESL students.

Objective:

Utilize effective teaching strategies to support English Language acquisition

Douglas Elementary 2025 -2026

Douglas Elementary School

rnerns

Critical Initiative

On Track

STAR testing and differentiated instructional practices.

Objective:

Utilize effective teaching strategies to support English Language acquisition

Critical Initiative

Students scores on ACCESS English Language Proficiency test based on WIDA English Language Development Standards.

Objective:
Utilize effective teaching strategies to support English Language acquisition

Activity

Bilingual Parapro to assist newcomers

Person responsible: Sandi Valdez		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$26892.00		Source of Funding: Title III	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
		Benchmark: 2025-2026 SY	Date: 10/01/2025

Douglas Elementary 2025 -2026

Douglas Elementary School

rnrs

Critical Initiative

On Track

Provide effective communication between parents & students with bilingual paraprofessional/translator.

Objective:
Utilize effective teaching strategies to support English Language acquisition

Activity

Communication binders

Person responsible: Classroom Teachers		Launch Date: 10/01/2025
Required Resource(s):		
Financial Resource:		Source of Funding: Title I
Other Resource:		
Activity Measure(s)	Benchmark(s)	
	Benchmark: 2025-2026 SY	Date: 10/01/2025

Activity

Communication w/parents & students; student help

Person responsible: Yelinette Sepulveda		Launch Date: 10/01/2025
Required Resource(s):		
Financial Resource: \$44603.19		Source of Funding: Title I
Other Resource:		
Activity Measure(s)	Benchmark(s)	
	Benchmark: 2025-2026 SY	Date: 10/01/2025

Douglas Elementary 2025 -2026

Douglas Elementary School

er Involvement

Critical Initiative

On Track

Increase positive culture through improving professionalism, communication, and stakeholder involvement.

Objective:

Strategies from Safe & Civil Schools & School-Wide Behavior Plan to raise ADA, decrease student discipline referrals, & encourage academic growth.

Douglas Elementary 2025 -2026

Douglas Elementary School

er Involvement

Critical Initiative

On Track

Counselor/Librarian conducts pre-recorded video daily morning announcements including accomplishments, upcoming events, jokes, etc.

Objective:

Strategies from Safe & Civil Schools & School-Wide Behavior Plan to raise ADA, decrease student discipline referrals, & encourage academic growth.

Activity

Increase knowledge of events/improve pride of DES

Person responsible: Deanna
Rogers/Angie Smith

Launch Date: 08/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding: NA

Activity Measure(s)

Benchmark(s)

Improved Student Climate and Culture,
Increased Student Communication
between student/staff/student peers,
Increased Student Pride

Benchmark: 2025-2026 SY

Date: 08/01/2025

Critical Initiative

On Track

Safe & Civil School Wide Behavior Expectations: Students earn 5 tickets daily for attending school. Students can use tickets at the school store and earn a special end of the semester celebration.

Objective:

Strategies from Safe & Civil Schools & School-Wide Behavior Plan to raise ADA, decrease student discipline referrals, & encourage academic growth.

Activity

Improve Student behavior/ADA

Person responsible: All Stakeholders Launch Date: 08/01/2025

Required Resource(s):

Financial Resource: Source of Funding: Local School Funds
Other Resource: PTO Support/High School
Peer/Peer Support

Activity Measure(s)

Benchmark(s)

Increased Attendance and Reduced Behavior Office Referrals Benchmark: 2025-2026 SY 1 Date: 08/01/2025
time per semester

2 events per year; December & May