



Title 1 Schoolwide Diagnostic for ACIP: 2025-2026_07102025_11:10

Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

Douglas High School
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Table of Contents

| | |
|--|----|
| Instructions | 3 |
| 2025-2026 Title I Schoolwide Diagnostic for ACIP | 4 |
| ACIP Assurances | 15 |
| Parent and Family Engagement | 17 |
| Coordination of Resources - Comprehensive Budget | 23 |
| eProve™ strategies: Goals & Plans | 24 |
| Attachment Summary | 25 |

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?

Needs assessments were conducted through parent, student, and staff surveys. Surveys were created through Cognia and Google Forms and distributed in class. Surveys were also sent by email to staff, and through links on the school's social media for all stakeholders. Callouts and bulk emails were also sent. Surveys were distributed in February of 2025. A reminder to complete surveys was sent a few weeks after the initial surveys were sent. Our Title 1 committee meets yearly each summer to discuss survey results, including school strengths, weaknesses, and needs. Our testing data, including ACT, Pre-ACT, WorkKeys, Advanced Placement (AP), and ACCESS scores were examined by our leadership team to identify our strengths and weaknesses. All of this information was used collectively to give us a comprehensive view of the needs of our school.

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

The comprehensive needs assessment shows the need for professional learning opportunities in new and innovative instructional strategies, the need for various new technologies to be utilized in the classroom, increased support for our EL learners, and the need for increasing our overall academic achievement, specifically in the area of math. These four areas were highlighted by our surveys and test results.

3. What conclusions were drawn from the results?

Members of our school community will focus on these four areas by making funds available for more teacher professional development, purchasing requested technologies, and providing classroom resources, including staff, for increasing our academic achievement and ACCESS scores.

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

After reviewing surveys, student performance data, demographics, and school programs, the overall perception of our school is very positive. Over the past five years, we have seen an upward trend in student achievement, attendance, graduation rates, and college and career readiness.

Survey results show that students feel safe, welcome, and proud of a campus that is clean and well-maintained. Parents reported that they have many opportunities to be involved in their child's education and find teachers accessible and responsive when discussing academic progress. Staff feedback reflects optimism about the

direction of the school, a strong sense of teamwork, and meaningful involvement in decision-making alongside administrators.

While progress is clear, our data also points to areas of focus moving forward. Academic achievement, particularly in math, requires continued attention. Teachers are actively working to implement new and innovative instructional strategies, but more support is needed for our English Learners to improve ACCESS scores. Expanding the use of technology in instruction will also play a key role in increasing student achievement.

Finally, while ACT scores have shown steady improvement over the past five years, there is still room for growth—especially in mathematics.

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

Our school goals are directly aligned with our needs assessment and student data. The leadership team uses the data we collect to guide and shape these goals with intentional focus. Survey results, student performance data, and community and stakeholder feedback all point to specific areas of need. The priorities identified include strengthening support for English Learners, providing targeted remediation and intervention, expanding access to technology, and enhancing teacher professional development. These focus areas emerged from a comprehensive review of our priority needs and will remain central to our school improvement efforts.

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

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

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

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

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

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

Recently, we have been making a major investment in the professional learning of our teachers. Many of our teachers have gone to A+ college ready training, including several math, science, and ELA teachers. We have also budgeted other financial resources for the professional learning of our staff. Through teacher self-assessment, classroom observation, and faculty meetings, we determine the professional learning needs of our staff and use our budgeted funds to find the appropriate professional development. Our district has provided needed professional development and support through the Bailey Education Group. Through this partnership, our teachers have support and training where Bailey Group members visit our classrooms several times a year. They also provide instruction and remediation for our students. We have also made a major investment in technology. Over several years of careful budgeting and planning, we have become a 1:1 Chromebook school. All students have access to a Chromebook at school and at home. Similarly, we have made a major investment in technology for each classroom. All classrooms have interactive panels that teachers use for classroom instruction. Another important instructional strategy for our school is to employ an intervention teacher for math. This teacher is able to meet with students outside of the regular math classroom time and provide needed remediation and additional help. This additional help and remediation is an important goal for the

success of our students. Our students have academic enrichment time that allows for Tier III instruction, mentor groups and study hall as well as test preparation. We provide fine arts, AP courses, dual enrollment classes, ACCESS learning, career tech training, virtual academy, and co-op opportunities. Our math and science departments work closely with AMSTI to provide hands-on learning opportunities for our students. Students in need of additional support also have the iXL program available to them; this program provides individualized instruction to help the student improve academically.

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

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

Douglas High School employs several different policies and programs to support our student body. We have a district-wide mental health coordinator, and he and our two social workers are available for meetings and conferences with students. We also have a peer helper group that is overseen by two faculty members. They work to encourage and uplift our student body, which is a great help to our overall mental health. Our eighth period is set aside for social-emotional and academic services. Our freshmen work through several mental health modules, and our tenth grade also works through SEL modules and begins ACT preparation. Our juniors work mainly on ACT remediation and review, and our seniors work on WorkKeys and college/workforce preparation. During eighth period, our teachers also mentor individual students and help with any of their needs. Our senior sponsors work extensively with our seniors on college applications, resumes, and other needed skills for college or careers. Our counseling department meets often with each grade to share the upcoming academic and career tech opportunities that will be available. Our problem-solving team meets monthly to address the academic and disciplinary needs of our students. This team includes teachers and administrators, and this comprehensive approach allows the team to look at the academic, attendance, and disciplinary needs of each student. The team can make a

recommendation for special education testing if they find that it's warranted. Our staff is well trained in meeting the mental health needs of our students. We use a referral process for mental health services and have school-based mental health therapists. Our teachers receive training in Meagan's Law, the Jason Flatt Act, Suicide Prevention and Awareness, Youth Mental Health First Aid, and QPR. Students use Panorama Survey to provide baseline information on their foundational wellness.

The tech school counselor visits our students several times a year to make them aware of the career tech opportunities at the tech school. We also schedule a tech school visit for all interested 9th grade students annually. Through our partnership with Snead State, our students have the opportunity to take college courses for free. The fees and tuition are paid by a statewide grant, and representatives from Snead will come out several times a year to meet with our student body and make them aware of what is available. We also promote our advanced placement (AP) courses and make sure our students and families are aware that they can earn college credit with a qualifying AP test score.

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**.

Our students have access to Google Classroom and a variety of applications through Clever, which provides a single login for academic resources. Because every student has a Chromebook at home, these tools are readily available to extend learning beyond the classroom. Clever also offers ongoing support, including resources for ACT preparation. In addition, summer school is available for any student who fails a course, ensuring they remain on track to graduate with their cohort.

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

Douglas High School provides a variety of services to meet the needs of all students. For migrant students, support includes home visits, translation services, assistance with appointments, and transportation. English Learners receive instruction from a full-time EL teacher, access to communication in their native language, and classroom support aligned with WIDA standards. In addition, sheltered social studies and English classes are offered to better support EL student success.

Economically disadvantaged students are supported through free meals, with all DHS students receiving free breakfast and lunch through the Community Eligibility Program. DHS also employs four full-time special education teachers who provide services through inclusion classes.

To support at-risk youth, DHS partners with the juvenile probation office and the Department of Human Resources to address the needs of students identified as neglected and/or delinquent. Marshall County Schools also provides a homeless

advocate, who works with a liaison at each grade level to identify and meet the needs of homeless students.

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

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

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

DHS has 40 full-time certified staff members, including teachers, administrators, and counselors. Our two assistant principals were replaced, along with four teachers. Two teachers retired last school year, and two resigned. Overall, we had to replace six certified staff members. We replaced 15% of our overall certified staff, and 10% of our full-time classroom teachers.

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

The majority of our faculty members have over ten years of teaching experience. For the 2025–2026 school year, we welcomed a first-year choral teacher and a new science teacher with more than a decade of experience. In addition, we hired experienced educators in driver's education and agriscience. This gives DHS a strong balance of seasoned veterans and newer teachers, creating a well-rounded faculty team.

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

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

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

Douglas High School identified weaknesses in ELA and math based on ACT and PreACT data. To address these areas, we provided opportunities for English and math teachers to attend ACT Instructional Mastery professional development and allocated funds for participation in A+ College Ready training. District instructional coaches also work closely with teachers in both subjects to strengthen instruction and offer ongoing professional learning.

In addition, iXL data—combined with classroom performance data—is used to pinpoint skill gaps, allowing teachers to provide targeted support through one-on-

one instruction, small groups, or whole-class strategies. Teachers have also received professional development on effectively using the iXL program.

We continue to prioritize professional development in English and math each year, and we are already seeing positive results. To further this progress, our district partners with the Bailey Group to provide mentoring, professional development, and ACT preparation sessions for both teachers and students.

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

Our district provides ongoing professional development opportunities throughout the year. A primary resource is the Bailey Group, which has worked closely with our math, science, and ELA teachers for the past several years. Bailey Group consultants visit classrooms multiple times each year to provide coaching, model strategies, and share resources that strengthen instruction.

At DHS, we also conduct monthly professional development sessions tailored to faculty needs. These sessions are designed using data from teacher self-evaluations and observations to address specific areas of growth. In recent years, we have increased our professional development budget to allow teachers to pursue additional opportunities beyond those provided by the district and school. Each year, several of our teachers participate in A+ College Ready training, and our AP teachers complete the required summer training sessions for their courses.

Teachers are also encouraged to attend professional development opportunities that align with their individual goals and enhance their ability to serve students effectively.

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

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

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

with their department monthly and often work on professional development specific to their department throughout the year.

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

To help with the transition from middle school to high school, DHS works alongside DMS to discuss graduation requirements and tour the high school. DHS hosts a parent information night for all upcoming 9th graders in the spring before they begin high school. We discuss graduation requirements, credits, and all other relevant information concerning high school. Our FBBLA conducts a club fair that all students in grades 8-11 attended to better understand the opportunities available at the high school. Our counselor meets with each grade level at the high school to discuss relevant information for the specific grade level, such as standardized tests and assists students with transcript audits to ensure students understand the requirements to graduate. In the 9th grade, students are visited by the Marshall Technical School counselor and learn more about the programs and requirements for attendance. They are also taken on a tour of MTS to see the programs and shops they may be able to attend as 10th graders. DHS encourages students to attend college tours and college and career fairs. We also provide the opportunity for guest speakers to discuss various professions. Our seniors are able to participate in a mock interview day, in which they can use their resume and interview skills to practice for the interview process. This opportunity has led students to gain employment with the businesses represented in this activity.

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

(N/A for Elementary Schools)

Title III allocations are utilized to help meet the individual needs of our EL population. EL students have their needs addressed in the regular classroom with an EL teacher providing assistance. The WIDA standards are utilized in each core class to ensure the needs of our students are met. Migrant funds help students identified as migrants. Our district migrant recruiters assist families and work closely with our students. DHS employs a full-time translator to assist both during the school day and as needed at after-school events. In addition, two EL aides are available in the classroom to help students. Every effort is made to communicate with parents in a language they can understand. Students with an IEP receive services needed based on their IEP; this includes inclusion classes, transition classes and one-on-one assistance when needed. During the 2025-2026 school year, there

are three paraprofessionals employed to assist special needs students. Any student identified as homeless qualifies for services, such as school fees paid, shelter, food, medicine, educational field trips paid, dental and health care assistance, transportation, clothing, and personal items. This is available through coordination with our district homeless liaison.

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

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

The leadership team disaggregates the available data (from the state report card to ACT scores) to determine weaknesses as well as celebrate accomplishments. We research methods of instruction and programs that will help meet needs in deficit areas and implement plans for increasing achievement.

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

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

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

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

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

The Marshall County Board of Education coordinates and integrates educational services with the following programs and agencies, ensuring that our plans, goals, and objectives are communicated so that all responsible remain in compliance with state and federal regulations. Homeless services, in order to provide resources to families who are by definition homeless, may assist with materials, supplies, health care, and tutoring. English as a Second Language (EL) provides translated forms and materials, help to Hispanic families, and tutoring services for children. Marshall County Child Nutrition Program provides nutritional food service to all children in Marshall County Schools. Special Education , in order to meet the needs of all Marshall County students, provides vision, hearing, speech, and academic assessment screening and testing to students referred to Special Education and by providing services to all students who qualify for under Alabama Administrative Code. Migrant Program provides additional services to families who meet the definition of "migrant" and may provide supplemental education, medical, academic assistance, clothing, and assistance with referral to appropriate agencies for other needs. At-Risk program provides referrals for children who need alternative education. Title II Professional Learning Program assists with staff training and with other technology-based programs. The district Technology Director and IT team ensure that technology is integrated. The Continuous Improvement Leadership Team ensures that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents are personally involved with the development of the individual school-wide plan, including resource use. Title 1 resources are used to supplement support for EL students, children with disabilities, migrant students, and neglected and delinquent youth. Mental health services are provided along with ensuring all staff are trained to best support students with mental health needs.

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

Douglas High School coordinates and integrates educational services with various programs and agencies, working together to ensure that plans, goals and objectives are communicated and that there is compliance with all state and federal regulations. -Homeless in order to provide resources to families who are by definition homeless. Services may include materials, supplies, health care, and

tutoring. -English as a Second Language (EL) by providing translated forms and materials, providing help to Hispanic families, providing tutorial services for children. -Marshall County Child Nutrition Program provides nutritional food service to the children of Marshall County. MCS is a Community Eligibility Program district; therefore, all students receive breakfast and lunch at no cost daily. -Special Education, in order to meet the needs of all Marshall County students by providing vision, hearing, speech, and academic assessment screening and testing to students referred to Special Education and by providing services to all students who qualify under the Alabama Administrative Code. -Migrant Program by providing additional services to families who meet the definition of "Migrant." (supplemental education, medical, academic assistance, clothing, and referral to appropriate agencies) -At-Risk program by providing referrals for children who need alternative education. -Title II Professional Learning Program to assist with staff training and with other technology-based programs. (district technology Director and other technology specialists to ensure that technology is integrated across the curriculum) -Continuous Improvement Leadership Team to ensure that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents personally involved with early childhood development, vocational development, special needs and disabilities, and student welfare are instrumental in developing the local educational master plan for instruction, Some Title 1 resources are used to supplement support for children with Limited English Proficiency, children with disabilities, migratory children, neglected and delinquent youth. This process is accomplished through consultation with non-Title 1 personnel best able to assess the needs of Title 1 children with special needs. Additional Title 1 support is made available through set-aside resources for eligible children when other means of support have been exhausted. Mental health services are provided along with ensuring all staff are trained to best support students with mental health needs.

ACIP Assurances

Instructions:

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

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

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

YES

NO

N/A

ATTACHMENTS

Attachment Name



ACIP and Title 1 Budget Meeting



Summer Leadership Team Meeting

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))

A Title I parent meeting was held on Tuesday, September 9, 2025, in the school lunchroom. Parents were notified through social media, phone calls, and email using the ParentSquare app. We have a large population of Spanish-speaking families; therefore, we have a translator at our Title I meeting each year. All meeting notifications are sent in English and Spanish. We invite parents from any demographic to participate in deciding on how the funds will be spent for the next year. We have parent representation on the committee yearly, and we encourage all parents to be involved.

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

Parent meetings at Douglas High School are scheduled at times that are most convenient for the majority of families. Because DHS serves a large population of Spanish-speaking families, our Title I meetings include a translator, and all meeting notifications are sent in both English and Spanish. For parents who are unable to attend, a PowerPoint presentation is available online.

During the summer, DHS hosts schedule-pickup days where students and parents can meet with counselors, pick up schedules, and tour the campus. Each spring, we hold an Academic Information Night, timed to coincide with course selection for the upcoming school year. During this event, parents learn about course offerings, career technical programs, advanced classes, and other opportunities available at DHS.

All parents are encouraged to participate in the Title I parent meeting, scheduled parent-teacher conferences, award celebrations, fundraisers, and athletic events to stay engaged in their student's education and school community.

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).

Douglas High School actively seeks to include all parents who are willing to participate in decision-making regarding the use of Title I funds. Each year, parents serve on committees to help identify the school's greatest needs and participate in the System-Wide Advisory Council. Title I parent surveys are typically distributed at the end of the school year to gather input for the following year, and again at the

beginning of the next school year if participation is low. The information collected from these surveys is used to improve the Title I program and guide planning for the upcoming school year.

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

Parental Involvement funds are used to provide resources that support parent engagement. Funds have been allocated to purchase print materials, including ACT and WorkKeys information and practice questions, which are distributed to parents. Additionally, funds are used to purchase stamps and envelopes for mailing important information to families.

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))

Because of our large English Learner (EL) population, all parental communications are sent in both English and Spanish. Translators are available to assist with phone calls as needed, and Title I parent meetings are held concurrently in English and Spanish to ensure all stakeholders can participate in their native language. Bilingual staff members are also available to support any additional translation needs. Our primary communication platform, ParentSquare, automatically translates messages into the user's preferred language, helping ensure families receive timely and accessible information.

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

The School-Parent Compact is reviewed annually by the leadership team to determine whether any updates are needed to meet the evolving needs of our students. Once updated, the compact is translated and distributed to all families. It is signed by the principal and the student's first-period teacher. Students are responsible for returning the form with both their signature and a parent's signature, and first-period teachers keep the forms on file for the remainder of the school year. By signing the compact, all stakeholders demonstrate their commitment to partnering with the school to ensure each student's success at Douglas High School.

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

Our administrative team prioritizes listening to and valuing the thoughts and opinions of all stakeholders. If a parent has concerns regarding any portion of our Continuous Improvement Plan (CIP), they may request a meeting or contact an administrator via email. When an issue is determined to be valid, the administrator will convene a CIP committee meeting to discuss next steps. Parents also have the opportunity to provide input through anonymous surveys distributed multiple times throughout the school year. Feedback from these surveys is reviewed and used to inform and shape the CIP.

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 High School hosts an annual parent meeting at the beginning of each school year. During this meeting, parents are provided with an overview of Title I, the services offered, and their rights to be involved in their child's education. Following the meeting, parents are encouraged to communicate with their child's teachers, learn about individual class assessments, and explore ways to support their child's success in the classroom.

The Marshall County School System, in coordination with school administration, provides in-service programs focused on state content standards, academic achievement standards, state and local assessments, and Title I requirements. Schools also offer materials and training to help parents support their children's learning, including literacy instruction and the use of technology when appropriate.

The System-Wide Advisory Council, which includes the Parent Advisory Council, meets twice a year to review and discuss the effective use of parental involvement funds. All parent education opportunities are coordinated with federal programs, local schools, and the Marshall County Home Visitation Program. Parents are notified of these opportunities through local newspapers, school websites, flyers, newsletters, and social media. To the extent feasible, parental involvement programs and activities are coordinated and integrated with parents and other stakeholders.

DHS also hosts an annual Parent Orientation Meeting, designed to inform families about school programs and opportunities and provide training on Google Classroom and PowerSchool to monitor student attendance and grades. Teachers maintain regular communication with parents through phone calls and letters at the end of each grading period to ensure families are aware of any academic concerns and remain actively involved in their student'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 High School provides a variety of resources and support for parents, including specific support for Spanish-speaking families. Parents have opportunities to share their opinions and provide input through committees such as the ACIP and Title I budget committees. DHS supports families by encouraging ongoing communication between teachers and parents regarding grades and behavior. Teachers reach out through conferences, phone calls, emails, and letters, and maintain updated websites with contact information for easy access.

Parents are also invited to participate in awards ceremonies, fundraisers, and athletic events, and may join booster clubs to support students and school programs. When important information needs to reach all families, DHS uses the ParentSquare communication system and various social media platforms to ensure timely distribution of pertinent updates.

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

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

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

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

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

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

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

Anytime DHS sends home a letter to all students and families, it is translated into Spanish. If we use our ParentSquare communication platform, it provides information in the user's preferred language. It is our intent to reach all parents regardless of language barriers. We have a translator on campus at all times in case there is ever a need for one.

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

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

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

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

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

Whenever Douglas High School sends letters home to students and families, the information is translated into Spanish. Our ParentSquare communication platform automatically translates messages into each user's preferred language, ensuring we reach all parents regardless of language barriers. A translator is available on campus at all times to assist whenever needed. Additionally, DHS is a handicapped-accessible campus, accommodating the needs of any student or parent who may require accessibility support.

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.

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) |
|--|--|---|
|  2025-26 DHS Compact | | <ul style="list-style-type: none"> • |
|  2025-26 Title 1 Parent Night Sign-in Sheet | | <ul style="list-style-type: none"> • |
|  ACIP and Title 1 Budget Meeting | On September 19, our ACIP committee met to discuss the ACIP and our budget. This is the sign-in sheet for the meeting. | <ul style="list-style-type: none"> • 1 |
|  Summer Leadership Team Meeting | | <ul style="list-style-type: none"> • 1 |
|  Title 1 Parent Night Presentation | | <ul style="list-style-type: none"> • |

Critical Initiative

Conduct a school-wide assessment of technological needs to guide effective planning.

Objective:

Ensure that all students, including those who are economically disadvantaged, have access to appropriate and sufficient technology resources.

Critical Initiative

Provide ongoing training and professional development to support effective use of technology.

Objective:

Ensure that all students, including those who are economically disadvantaged, have access to appropriate and sufficient technology resources.

Critical Initiative

Invest in classroom technology, including interactive panels, 3D printers, calculators, and computers, to enhance learning.

Objective:

Ensure that all students, including those who are economically disadvantaged, have access to appropriate and sufficient technology resources.

Critical Initiative

Invest in personal devices for students, such as Chromebooks, to expand access to digital learning and support academic growth.

Objective:

Ensure that all students, including those who are economically disadvantaged, have access to appropriate and sufficient technology resources.

Critical Initiative

Allocate funds to support teacher professional development and strengthen instructional practices.

Objective:

Provide ongoing training and professional development for staff to enhance instructional practices and increase student learning and achievement.

Critical Initiative

Provide resources to enhance classroom instruction and support student learning.

Objective:

Provide ongoing training and professional development for staff to enhance instructional practices and increase student learning and achievement.

Critical Initiative

Provide coaching through the Bailey Group to support teacher development and improve instructional practices.

Objective:

Provide ongoing training and professional development for staff to enhance instructional practices and increase student learning and achievement.

Critical Initiative

Allocate additional time for teacher collaboration to improve instruction and student outcomes.

Objective:

Provide ongoing training and professional development for staff to enhance instructional practices and increase student learning and achievement.

Critical Initiative

Provide targeted professional development to staff to strengthen instruction and support for English learners.

Objective:

Provide targeted instruction and support to English learners to improve language proficiency and raise ACCESS test scores.

Critical Initiative

Hire additional staff to provide targeted support and instruction for English learners.

Objective:

Provide targeted instruction and support to English learners to improve language proficiency and raise ACCESS test scores.

Critical Initiative

Adjust the master schedule to include additional classes and supports specifically for English learners.

Objective:

Provide targeted instruction and support to English learners to improve language proficiency and raise ACCESS test scores.

Critical Initiative

Hiring intervention teachers will provide targeted support to close learning gaps and accelerate student achievement.

Objective:

Implement remediation and targeted intervention programs to address learning loss and accelerate student progress toward grade-level achievement.

Critical Initiative

Provide resources and materials to support effective remediation and student learning recovery.

Objective:

Implement remediation and targeted intervention programs to address learning loss and accelerate student progress toward grade-level achievement.

Critical Initiative

Provide staff training to strengthen remediation strategies and better support student learning needs.

Objective:

Implement remediation and targeted intervention programs to address learning loss and accelerate student progress toward grade-level achievement.

Critical Initiative

Enhance parent communication to support student success.

Objective:

Implement remediation and targeted intervention programs to address learning loss and accelerate student progress toward grade-level achievement.

Objective

Ensure that all students, including those who are economically disadvantaged, have access to appropriate and sufficient technology resources.

Critical Initiative

Conduct a school-wide assessment of technological needs to guide effective planning.

Start Date: 08/08/2025

End Date: 10/01/2025

Critical Initiative

Provide ongoing training and professional development to support effective use of technology.

Start Date: 08/08/2025

End Date: 05/22/2026

Critical Initiative

Invest in classroom technology, including interactive panels, 3D printers, calculators, and computers, to enhance learning.

Start Date: 08/08/2025

End Date: 05/22/2026

Critical Initiative

Invest in personal devices for students, such as Chromebooks, to expand access to digital learning and support academic growth.

Start Date: 08/08/2025

End Date: 05/22/2026

Key Measures

Google form with needs listed.

Leadership team input on proposed budget.

Key Measures

Technology training sign in sheets

Lesson plans reflecting the use of technology.

Use of technology noted in classroom observations

Key Measures

Lesson plans reflecting the use of technology.

Use of technology noted in classroom observations

Title 1 budget will include needed technology.

Key Measures

Lesson plans reflecting the use of technology.

Use of technology noted in classroom observations

Title 1 budget will include needed technology.

Objective

Provide ongoing training and professional development for staff to enhance instructional practices and increase student learning and achievement.

Critical Initiative

Allocate funds to support teacher professional development and strengthen instructional practices.

Start Date: 08/08/2025

End Date: 05/22/2026

Key Measures

Lesson plans reflecting new strategies

Increased scores on classroom assessments

Increased student engagement

Teacher observations reflecting best practices.

DHS State Report Card

Critical Initiative

Provide resources to enhance classroom instruction and support student learning.

Start Date: 08/08/2025

End Date: 05/22/2026

Key Measures

Title 1 budget will reflect needed resources.

Needs assessment for teachers.

Teacher surveys on classroom resources.

DHS State Report Card

ACT Composite Scores

Critical Initiative

Provide coaching through the Bailey Group to support teacher development and improve instructional practices.

Start Date: 08/08/2025

End Date: 05/22/2026

Key Measures

Lesson plans reflecting new strategies

Teacher observations reflecting best practices.

Bailey group sign-in sheets

Critical Initiative

Allocate additional time for teacher collaboration to improve instruction and student outcomes.

Start Date: 08/01/2025

End Date: 05/22/2026

Key Measures

Increased scores on classroom assessments

Schedules reflecting allocated planning time.

Increased student achievement

Higher graduation rate

Objective

Provide targeted instruction and support to English learners to improve language proficiency and raise ACCESS test scores.

Critical Initiative

Provide targeted professional development to staff to strengthen instruction and support for English learners.

Start Date: 08/01/2025

End Date: 05/29/2026

Key Measures

Lesson plans reflecting new strategies

Increased student achievement

Sign in sheet for professional development

Critical Initiative

Hire additional staff to provide targeted support and instruction for English learners.

Start Date: 08/01/2025

End Date: 05/29/2026

Key Measures

Increased scores on classroom assessments

Increased student achievement

Higher graduation rate

DHS State Report Card

Critical Initiative

Adjust the master schedule to include additional classes and supports specifically for English learners.

Start Date: 08/01/2025

End Date: 05/22/2026

Key Measures

Increased scores on classroom assessments

Increased student achievement

Master schedule with necessary changes

Objective

Implement remediation and targeted intervention programs to address learning loss and accelerate student progress toward grade-level achievement.

Critical Initiative

Hiring intervention teachers will provide targeted support to close learning gaps and accelerate student achievement.

Start Date: 08/08/2025

End Date: 05/22/2026

Key Measures

Increased scores on classroom assessments

Increased student achievement

Higher graduation rate

Title 1 budget will include needed staff

DHS State Report Card

Critical Initiative

Provide resources and materials to support effective remediation and student learning recovery.

Start Date: 08/01/2025

End Date: 05/22/2026

Key Measures

Title 1 budget will reflect needed resources.

Increased student achievement

Higher graduation rate

Critical Initiative

Provide staff training to strengthen remediation strategies and better support student learning needs.

Start Date: 08/01/2025

End Date: 05/29/2026

Key Measures

Increased student engagement

Increased student achievement

Higher graduation rate

ACT Composite Scores

Critical Initiative

Enhance parent communication to support student success.

Start Date: 08/08/2025

End Date: 05/22/2026

Key Measures

Parent communication logs will show an increase

ParentSquare sign in sheets - staff training

Increased usage of Powerschool parent portal

Douglas High School

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Beliefs

Teachers, administrators, and the community share the responsibility for advancing the school's mission.

Student's learning needs should be the primary focus of all decisions impacting the work of the school.

Each student is valued with unique physical, social, emotional, and intellectual needs.

Technology

Objectives

- Ensure that all students, including those who are economically disadvantaged, have access to appropriate and sufficient technology resources.

Critical Initiatives

- Conduct a school-wide assessment of technological needs to guide effective planning.
- Provide ongoing training and professional development to support effective use of technology.
- Invest in classroom technology, including interactive panels, 3D printers, calculators, and

Academic Achievement

Objectives

- Provide ongoing training and professional development for staff to enhance instructional practices and increase student learning and achievement.

Critical Initiatives

- Allocate funds to support teacher professional development and strengthen instructional practices.
- Provide resources to enhance classroom instruction and support student learning.
- Provide coaching through the Bailey Group to support teacher development and improve instructional practices.

English Learners

Objectives

- Provide targeted instruction and support to English learners to improve language proficiency and raise ACCESS test scores.

Critical Initiatives

- Provide targeted professional development to staff to strengthen instruction and support for English learners.
- Hire additional staff to provide targeted support and instruction for English learners.
- Adjust the master schedule to include additional classes and supports specifically for English learners.

Remediation/ Intervention

Objectives

- Implement remediation and targeted intervention programs to address learning loss and accelerate student progress toward grade-level achievement.

Critical Initiatives

- Hiring intervention teachers will provide targeted support to close learning gaps and accelerate student achievement.
- Provide resources and materials to support effective remediation and student learning recovery.
- Provide staff training to strengthen remediation strategies and better support

| Critical Initiatives |
|--|
| <p>computers, to enhance learning.</p> <ul style="list-style-type: none"> Invest in personal devices for students, such as Chromebooks, to expand access to digital learning and support academic growth. |

| Critical Initiatives |
|---|
| <ul style="list-style-type: none"> Allocate additional time for teacher collaboration to improve instruction and student outcomes. |

| Critical Initiatives |
|----------------------|
| |

| Critical Initiatives |
|---|
| <p>student learning needs.</p> <ul style="list-style-type: none"> Enhance parent communication to support student success. |

| Key Measures |
|--|
| <ul style="list-style-type: none"> Google form with needs listed. Leadership team input on proposed budget. Technology training sign in sheets Lesson plans reflecting the use of technology. Use of technology noted in classroom observations Title 1 budget will include needed technology. |

| Key Measures |
|--|
| <ul style="list-style-type: none"> Lesson plans reflecting new strategies Increased scores on classroom assessments Increased student engagement Teacher observations reflecting best practices. DHS State Report Card Title 1 budget will reflect needed resources. Needs assessment for teachers. Teacher surveys on classroom resources. ACT Composite Scores Bailey group sign-in sheets Schedules reflecting allocated planning time. Increased student achievement Higher graduation rate |

| Key Measures |
|---|
| <ul style="list-style-type: none"> Lesson plans reflecting new strategies Increased student achievement Sign in sheet for professional development Increased scores on classroom assessments Higher graduation rate DHS State Report Card Master schedule with necessary changes |

| Key Measures |
|---|
| <ul style="list-style-type: none"> Increased scores on classroom assessments Increased student achievement Higher graduation rate Title 1 budget will include needed staff DHS State Report Card Title 1 budget will reflect needed resources. Increased student engagement ACT Composite Scores Parent communication logs will show an increase ParentSquare sign in sheets - staff training Increased usage of Powerschool parent portal |

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Conduct a school-wide assessment of technological needs to guide effective planning.

Key Measures

- Google form with needs listed.
- Leadership team input on proposed budget.

Intended Outcome(s)

- Determine technological needs of staff and students and include those needs in Title 1 budget.

Objective

Ensure that all students, including those who are economically disadvantaged, have access to appropriate and sufficient technology resources.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide ongoing training and professional development to support effective use of technology.

Key Measures

- Technology training sign in sheets
- Lesson plans reflecting the use of technology.
- Use of technology noted in classroom observations

Intended Outcome(s)

- Teachers will enhance their skills in using technology tools effectively.

Objective

Ensure that all students, including those who are economically disadvantaged, have access to appropriate and sufficient technology resources.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Invest in classroom technology, including interactive panels, 3D printers, calculators, and computers, to enhance learning.

Key Measures

- Lesson plans reflecting the use of technology.
- Title 1 budget will include needed technology.
- Use of technology noted in classroom observations

Intended Outcome(s)

- Classrooms will be equipped with 21st-century technology tools to enhance learning.

Objective

Ensure that all students, including those who are economically disadvantaged, have access to appropriate and sufficient technology resources.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Invest in personal devices for students, such as Chromebooks, to expand access to digital learning and support academic growth.

Key Measures

- Lesson plans reflecting the use of technology.
- Title 1 budget will include needed technology.
- Use of technology noted in classroom observations

Intended Outcome(s)

- Ensure all students have access to Chromebooks and necessary technology to support learning.

Objective

Ensure that all students, including those who are economically disadvantaged, have access to appropriate and sufficient technology resources.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Allocate funds to support teacher professional development and strengthen instructional practices.

Key Measures

- Lesson plans reflecting new strategies
- Increased student engagement
- DHS State Report Card
- Increased scores on classroom assessments
- Teacher observations reflecting best practices.

Intended Outcome(s)

- Teachers will implement instructional best practices to enhance student learning.

Objective

Provide ongoing training and professional development for staff to enhance instructional practices and increase student learning and achievement.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide resources to enhance classroom instruction and support student learning.

Key Measures

- Title 1 budget will reflect needed resources.
- Teacher surveys on classroom resources.
- ACT Composite Scores
- Needs assessment for teachers.
- DHS State Report Card

Intended Outcome(s)

- Teachers will be provided with essential classroom resources to support student success.

Objective

Provide ongoing training and professional development for staff to enhance instructional practices and increase student learning and achievement.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide coaching through the Bailey Group to support teacher development and improve instructional practices.

Key Measures

- Lesson plans reflecting new strategies
- Teacher observations reflecting best practices.
- Bailey group sign-in sheets

Intended Outcome(s)

- Teachers will work with the Bailey Group to refine instruction.

Objective

Provide ongoing training and professional development for staff to enhance instructional practices and increase student learning and achievement.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Allocate additional time for teacher collaboration to improve instruction and student outcomes.

Key Measures

- Increased scores on classroom assessments
- Increased student achievement
- Schedules reflecting allocated planning time.
- Higher graduation rate

Intended Outcome(s)

- Teachers will collaborate to improve planning and boost student learning.

Objective

Provide ongoing training and professional development for staff to enhance instructional practices and increase student learning and achievement.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide targeted professional development to staff to strengthen instruction and support for English learners.

Key Measures

- Lesson plans reflecting new strategies
- Sign in sheet for professional development
- Increased student achievement

Intended Outcome(s)

- Teachers will complete PD on English Learners strategies, improving instruction and student success.

Objective

Provide targeted instruction and support to English learners to improve language proficiency and raise ACCESS test scores.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Hire additional staff to provide targeted support and instruction for English learners.

Key Measures

- Increased scores on classroom assessments
- Higher graduation rate
- Increased student achievement
- DHS State Report Card

Intended Outcome(s)

- Additional staff are hired as needed to support English Learners' academic success.

Objective

Provide targeted instruction and support to English learners to improve language proficiency and raise ACCESS test scores.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Adjust the master schedule to include additional classes and supports specifically for English learners.

Key Measures

- Increased scores on classroom assessments
- Master schedule with necessary changes
- Increased student achievement

Intended Outcome(s)

- The master schedule will include necessary classes to support English Learners.

Objective

Provide targeted instruction and support to English learners to improve language proficiency and raise ACCESS test scores.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Hiring intervention teachers will provide targeted support to close learning gaps and accelerate student achievement.

Key Measures

- Increased scores on classroom assessments
- Higher graduation rate
- DHS State Report Card
- Increased student achievement
- Title 1 budget will include needed staff

Intended Outcome(s)

- Intervention teachers are hired to address learning gaps and support student growth.

Objective

Implement remediation and targeted intervention programs to address learning loss and accelerate student progress toward grade-level achievement.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide resources and materials to support effective remediation and student learning recovery.

Key Measures

- Title 1 budget will reflect needed resources.
- Higher graduation rate
- Increased student achievement

Intended Outcome(s)

- Necessary materials are provided to support effective intervention and student progress.

Objective

Implement remediation and targeted intervention programs to address learning loss and accelerate student progress toward grade-level achievement.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide staff training to strengthen remediation strategies and better support student learning needs.

Key Measures

- Increased student engagement
- Higher graduation rate
- Increased student achievement
- ACT Composite Scores

Intended Outcome(s)

- Staff receive PD on intervention and remediation to support student learning.

Objective

Implement remediation and targeted intervention programs to address learning loss and accelerate student progress toward grade-level achievement.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.

Mission

Douglas High School is dedicated to guiding each student toward their highest potential in academics, social and emotional growth, physical development, and character, ensuring they are prepared to succeed and contribute positively in a changing world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Enhance parent communication to support student success.

Key Measures

- Parent communication logs will show an increase
- Increased usage of Powerschool parent portal
- ParentSquare sign in sheets - staff training

Intended Outcome(s)

- Parent communication is increased to support student remediation and learning success.

Objective

Implement remediation and targeted intervention programs to address learning loss and accelerate student progress toward grade-level achievement.

Vision

At Douglas High School, we envision a community where academic excellence and character development go hand in hand, cultivating responsible, compassionate, and resilient students prepared to lead with integrity in a rapidly changing world.