



25-26 Title 1 Schoolwide Diagnostic for ACIP

Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

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Table of Contents

Instructions	3
2025-2026 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	13
Parent and Family Engagement	15
Coordination of Resources - Comprehensive Budget	22
eProve™ strategies: Goals & Plans	23
Attachment Summary	24

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?

Each year, faculty and staff elect members for all school committees. The Instructional Leadership Team (ILT), responsible for developing the Continuous Improvement Plan (CIP), meets annually to review and revise the plan. Since being reinstated as a Title I school in 2008, the ILT has used a variety of data sources to guide planning. During August and September, the team reviews data from state assessments, incident reports, teacher effectiveness ratings, parent surveys, and other local data. Input is gathered from staff and parents to identify improvement strategies, professional development needs, and budget priorities. A draft CIP is shared with all stakeholders for feedback, finalized, submitted for district approval, and then made available on the school website and in the main office.

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

The assessment highlighted strong partnerships between home and school, with parents actively engaged. However, many parents expressed difficulty using academic tools such as STAR, PowerSchool, IXL, Google Classroom, Schoology, and Lexia.

3. What conclusions were drawn from the results?

Based on the analysis of academic performance data, stakeholder feedback, and ongoing program evaluations, KDS DAR Middle School will continue to prioritize instructional goals in reading, mathematics, and English Learner (EL) strategies. These areas have consistently emerged as critical needs through both standardized assessment data and formative classroom measures.

Additionally, the school has identified the need to strengthen stakeholder and student engagement as well as enhance digital learning experiences. These conclusions were drawn from parent surveys, classroom observations, and student performance trends, which indicate that increased engagement correlates with improved academic outcomes.

To address these needs, the school will focus on increasing access to classroom technology as a key strategy. Enhanced technology integration is expected to support differentiated instruction, provide targeted interventions, and improve student motivation. This strategic focus is aimed at closing existing learning gaps and equipping students with the skills necessary for success in a digitally driven world. Continuous monitoring and professional development will support staff in implementing these priorities effectively across all grade levels.

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

While demographics remain stable, achievement gaps persist between typical and atypical learners. Focus areas include student outcomes, stakeholder involvement, school climate, and professional development. Action steps will address each of these, with particular emphasis on closing learning gaps intensified by the pandemic.

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

Goals are directly aligned with data-driven needs, including continued focus on reading and math. New goals address digital learning, student and parent engagement, college and career readiness, and academic success among EL students.

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

Each goal includes specific objectives, initiatives, outcomes, and activities tied to various data sources such as student achievement, survey results, and college and career readiness (CCR) indicators. Progress is monitored through tools like iXL diagnostics and additional goals address EL reading proficiency.

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

All students—including those who are migrant, homeless, economically disadvantaged, or in special education—have equal access to academic programs and support services such as Title I, counseling, and special education. Additional support is provided through partnerships with community agencies for supplies, food, shelter, and mental health services.

Students with disabilities receive services aligned with their IEPs, 504 plans, and healthcare needs. Instruction is adjusted based on continuous data monitoring. The EL program includes sheltered instruction and supplemental support through pull-out, in-class tutoring, or monitoring, funded in part by Title III.

Disadvantaged students are included in all regular and extracurricular programs without barriers. Communication efforts ensure that families receive information in accessible formats and languages. The school hosts special orientations for EL families and uses community members to assist with language needs. Efforts are made to avoid service duplication and ensure cohesive support through advisory committee reviews.

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.

KDS DAR Middle School utilizes evidence-based instructional strategies to strengthen academics and enrich the curriculum. These include professional development in digital learning, reading, and mathematics, alongside district support through programs such as Safe and Civil Schools, AMSTI, ARI, and Technology in Motion. Teachers implement iXL to reinforce core subjects, and classrooms are equipped with technology to support learning platforms that track student progress. We promote a positive school culture and improved attendance through communication tools like Class Dojo and student incentives. Orientation programs and regular family engagement also foster smoother transitions and parental involvement.

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.)

We provide wraparound supports including a full-time certified counselor and partnerships with mental health providers such as Mountain Lakes Behavioral Health and North Alabama Counseling. A behavior specialist and trained Peer Helpers assist with social, behavioral, and academic interventions. Pre-AP courses are available for advanced learners, and 8th-grade students explore career options through field trips and career guidance. The Problem Solving Team implements a tiered intervention system aligned with IDEA, providing targeted academic and behavioral supports. Students needing additional help receive intervention during

the school day and enrichment time. EL students are supported weekly by a dedicated EL teacher and monitored by the EL committee.

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

Students receive academic support through digital platforms such as iXL, Edgenuity, iReady, Lexia, AR, myON, Schoology, and Google Classroom. Additionally, Peer Helpers provide tutoring and support. These resources reinforce academic skills outside traditional classroom hours.

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.

All students access the same rigorous, standards-based curriculum, with accommodations documented and implemented for special populations. Teachers are trained to differentiate instruction and provide interventions aligned to each student's needs, ensuring equitable access to learning opportunities.

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.

All communication is translated into the student's home language, as identified through the home language survey. An interpreter is available for meetings, and we use the ParentSquare messaging system to ensure multilingual outreach and consistent family engagement. ParentSquare has a built-in translation feature.

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

This year, we experienced an unusually high level of teacher turnover. Out of our 15 teachers, 6 left for various reasons, which represents 40% of our faculty. This is not typical for our school. We have strategies in place to recruit/retain teachers, such as mentorship, professional development, and leadership opportunities .

The majority of these teachers (67%) left to advance their careers, which reflects positively on the preparation and opportunities they had here. Of the 6 who left, only 2 (13% of our total faculty, or 33% of those who left) were brand-new teachers entering the profession directly from college.

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

The key teaching and learning personnel at our school bring a significant level of experience and expertise to their roles. Collectively, they represent 285 years of teaching experience, which reflects both depth and breadth of knowledge across

grade levels and subject areas. On average, each teacher has 13 years of professional experience, demonstrating a strong balance between seasoned educators with decades of service and newer teachers who contribute fresh perspectives and innovative approaches.

This combination of experience ensures that our faculty is not only well-versed in effective instructional strategies but also deeply committed to supporting student growth and achievement. Veteran teachers provide leadership, mentorship, and continuity, while newer teachers enrich the team with current training and emerging practices. Together, this level of expertise creates a learning environment where instructional decisions are grounded in proven methods, professional collaboration, and a shared dedication to student success.

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)?

This year, we experienced an unusually high level of teacher turnover. Out of our 15 teachers, 6 left for various reasons, which represents 40% of our faculty. This is not typical for our school.

The majority of these teachers (67%) left to advance their careers, which reflects positively on the preparation and opportunities they had here. Of the 6 who left, only 2 (13% of our total faculty, or 33% of those who left) were brand-new teachers entering the profession directly from college.

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

A District Leadership Team analyzes academic data to identify staff needs and develop targeted professional learning. Funding sources like Title I-III and VI support PD aligned with student achievement data. PowerSchool PD tracks participation, and training topics include content instruction, intervention, and support for special populations.

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

Teachers, principals, and paraprofessionals participate in sustained, needs-based professional learning. Activities include data analysis sessions, collaborative planning, classroom modeling, and workshops on digital tools, behavior management, RTI, EL, and special education. Professional development is guided by the Continuous Improvement Plan, CIP walkthroughs, and state surveys, ensuring relevance and alignment.

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.

New teachers are matched with experienced mentors in their subject and grade level. Mentors provide resources, facilitate classroom visits, and meet regularly with mentees—weekly during the first quarter and monthly thereafter. Additional training is provided throughout the year, including orientation, classroom management, and instructional strategies.

12. Describe how all professional development is “sustained and ongoing.” Professional development is embedded into the school calendar through weekly early-release days and teacher workdays. Regular opportunities for collaboration, data meetings, and e-learning days for parent-teacher conferences ensure continuous learning and reflection. PD is designed to be high-quality, relevant, and aligned with school and district goals.

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.

For 4th-to-5th-grade transitions, we offer guidance lessons, peer-led tours, and parent meetings with orientation and facility tours. Rising 5th graders also attend middle school events throughout the year. For 8th-to-9th-grade transitions, students complete career interest inventories and participate in high school readiness sessions, career tech tours, and four-year planning meetings. Parent conferences and collaborative counselor sessions ensure a smooth academic and social transition.

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)

We provide academic and career-readiness supports that integrate technical and academic instruction for all student groups, including students with disabilities, economically disadvantaged, and EL learners. The Marshall County Technical School offers dual enrollment and career training aligned with high-wage, high-skill occupations. Faculty help guide students toward non-traditional career paths and individualized career planning.

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?

KDS DAR Middle School evaluates the effectiveness of its schoolwide program through a systematic, data-driven approach. The Leadership Team meets monthly to review progress toward established schoolwide goals, using disaggregated data from state assessments such as ACAP, as well as local benchmarks, iXL, and formative classroom assessments. In addition to quantitative data, qualitative feedback is gathered from stakeholders throughout the year via surveys, parent meetings, and informal discussions. The annual parent survey, administered each spring, plays a key role in identifying strengths and areas for growth, and it directly informs goal setting for the upcoming school year. This multi-faceted evaluation ensures that the program is responsive to student needs and grounded in measurable outcomes.

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?

To assess impact on students who are furthest from proficiency, the school closely analyzes subgroup performance data from state assessments, progress monitoring tools like iReady, and classroom-based diagnostics. The Problem Solving Team (PST) takes an active role in identifying students in need of intensive support and monitors their progress through tiered interventions. The Leadership Team and PST collaborate regularly, evaluating the success of interventions and adjusting strategies as needed. Additionally, PLCs meet bi-weekly to examine student data, discuss instructional practices, and align supports to student needs. These collaborative structures ensure that instructional decisions are data-informed and targeted toward closing achievement gaps for our most at-risk learners.

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?

KDS DAR Middle School treats the Schoolwide Plan as a dynamic, living document—one that evolves in response to ongoing evaluation and student performance data. The Leadership Team conducts monthly reviews of progress toward annual goals and examines disaggregated student achievement data to identify trends, successes, and areas needing adjustment. Changes to the plan are made in consultation with stakeholders, including teachers, families, and support staff. Parents are notified of revisions through ParentSquare and the school website. The school's PLC structure provides a consistent forum for teachers to reflect on the effectiveness of instructional programs and initiatives, helping guide real-time revisions. Our focus is not only on meeting yearly targets but also on maintaining a steady path of growth and continuous improvement over the course of the three-year plan cycle.

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.

KDS DAR Middle School strategically coordinates federal, state, and local resources to support the achievement of our schoolwide goals. State Foundation Program funds, which are allocated based on student enrollment, are used to support core instructional programs by fully staffing our school with certified personnel. Title I federal funds are leveraged to provide additional instructional staff and academic support programs that supplement the general education curriculum, particularly in literacy and mathematics.

Local funding provided by the Marshall County Board of Education further enhances instructional services and ensures alignment with county-wide educational priorities. Coordination among funding sources is overseen by the school's leadership team and the district's Continuous Improvement Leadership Team to ensure fiscal responsibility and programmatic alignment.

To strengthen student support services, KDS DAR Middle School collaborates with various agencies and initiatives, including:

- McKinney-Vento Homeless Assistance Act: Services are coordinated to support homeless
- English Language Learners (ELL): Bilingual staff and translators assist in communication
- Preschool Services: Coordination with local Head Start programs and the Marshall County
- Child Nutrition Program: Nutritional services are delivered daily through school breakfas
- Special Education Services: Comprehensive screening and intervention services are prov
- Migrant Education Program: Supplemental services such as tutoring, medical referrals, a
- At-Risk Student Services: Students needing alternative educational environments are sup
- Title II – Professional Development: Funds are used to support high-quality professional
- Technology Integration: Coordination with the district technology department ensures th
- Title I Set-Aside Services: Additional resources are allocated for students identified as En
- Community Involvement: A diverse group of stakeholders, including educators, parents,

Through this comprehensive coordination of services, the school maintains a unified approach to improving student outcomes, promoting equity, and maximizing the impact of available resources.

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).

KDS DAR Middle School actively collaborates with multiple federal, state, and local programs to provide wraparound support for our students and families. Nutrition programs are fully integrated into the school day through participation in the Community Eligibility Provision (CEP), which allows all students to receive free breakfast and lunch, removing financial barriers and ensuring that every student starts the day nourished and ready to learn.

Violence prevention and character education are reinforced through school-wide behavior initiatives, as well as through partnerships with local agencies such as the Marshall County 4-H Extension Office, which provides programs on leadership, responsibility, and community engagement.

Career exploration and financial literacy are introduced in 8th grade through our partnership with Junior Achievement, helping students build foundational knowledge in preparation for high school pathways and future success.

Our school also collaborates closely with early childhood programs to support the transition into school. Information about Head Start, Parents as Teachers, and other home visitation services is actively shared with families of younger children in the community. These programs provide developmentally appropriate instruction and family support services that align with our long-term school readiness goals.

To promote access and equity, preschool enrollment information is distributed widely throughout the county via multiple channels, including doctors' and dental offices, the Marshall County Health Department, local businesses, and media outlets. Flyers and newsletters are translated into Spanish, and announcements are made through Spanish-language radio and events such as Spanish Speakers' Night, ensuring our English Learner families are fully informed and engaged.

These partnerships and coordinated efforts support a holistic approach to student development—academically, socially, and emotionally—while aligning with the schoolwide improvement plan and Title I goals. Our school continuously evaluates and refines these collaborations to ensure they meet the evolving needs of our students and families.

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 Strategy Alignment Meeting



Revised ACIP Diagnostics Meeting



Revised ACIP 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))

The school convenes its annual Title I parent meeting each year in August to inform parents of the school's participation in Title I. Parents are notified of the meeting through multiple communication methods, including emails, phone calls, Remind texts, the school marquee, social media platforms, and flyers sent home. At the annual meeting, administrators explain the Title I requirements, including the 1% parent and family engagement set-aside, and review the rights of parents to be involved in their child's education. Parents are also provided information on Title I programs and services, the School-Parent Compacts, and the school's Continuous Improvement Plan. Parents may ask questions and provide feedback at the meeting. To ensure accessibility, the meeting is offered virtually through Zoom, recorded, and made available for parents to view at any time.

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.

The staff at DAR Middle School has a strong belief in the importance of parental involvement. We utilize parent conferences before, during, and after school hours. We stay in contact with parents through letters home, e-mail, phone calls, the school website, zoom meetings, Remind text, Facebook, and the school marquee. We also use our calling system to keep parents better informed. The school offers meetings at varied times, provides Zoom access, and arranges childcare supports if needed.

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

Parents have the opportunity to serve on our Leadership Team and attend meetings. Parents have the opportunity to give input and take part in decision making involving our Continuous Improvement Plan as well as provide feedback on the plan. Surveys and needs assessments are given often. Feedback is documented and attached to the plan per Sec. 1116(c)(5). Meeting notices are communicated with parents via Facebook and our ParentSquare messaging system.

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

Funds allocated for parent and family engagement are used to strengthen communication and support parental involvement at the school. To help teach responsibility and encourage parent-student communication, the school purchased student planners for 6th grade students and their families to utilize together. Additionally, funds were used to purchase paper and postage for mail-outs in order to ensure all parents receive important information. These mailings provide parents with updates, opportunities for involvement, and positive news about their children. By providing planners and consistent communication through mail, the school ensures that families remain informed, engaged, and able to support their child's academic success. Funds are reviewed annually with the Parent Advisory Council to ensure alignment with parent-identified needs.

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))

At an annual meeting, DAR Middle School parents attend an informational assembly in which Title I program information, the curriculum, and the types of academic assessments pertinent and specific to the academic success of a middle school child is presented. The school makes every effort to provide information on all meetings, reports, parent notices, etc., in both English and Spanish for parents of our EL students. A translator is available to come out and provide assistance to parents who need help understanding the paperwork or for communication purposes. Upon conclusion of the general parent assembly, break out sessions with administrators will be available. All required state and local reports (Sec. 1111) are translated and distributed in a timely manner.

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))

DAR Middle School, under the guidance of the Marshall County Board of Education, provides an annual School-Parent Compact that outlines how parents, school staff, and students will share the responsibility for improved student academic achievement. The compact is jointly developed by the school leadership team, which includes school staff, parents, and a community representative, ensuring parent input in the process.

All DAR Middle School parents are asked to review and sign the compact, signifying their commitment to working in partnership with the school and their child to support academic success. Teachers review the compact with students, explain their roles and responsibilities, and obtain student signatures to reinforce student

ownership in their learning. The principal also conducts a faculty meeting to explain the teachers' responsibility in implementing the compact and supporting student success.

The compact is reviewed and updated annually with input from parents during the Title I parent meeting to ensure it reflects current school goals, Title I requirements, and the shared responsibilities of parents, students, and teachers.

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

Each year, DAR Middle School's Continuous Improvement Plan (CIP) Committee reviews, evaluates, and revises the plan. The CIP Committee includes two parents who are actively involved in the community and familiar with the daily operation of the school. During the CIP process, all parents are provided several opportunities to give input and may also submit written or verbal comments of dissatisfaction with any aspect of the plan. Parents may share these concerns directly during meetings, through surveys, or by providing feedback to school administrators.

A copy of the CIP is made available to parents through the school office, the school library, and on the school website. The plan is also presented at the annual Title I Night, where parents are encouraged to provide input and, if dissatisfied, to submit comments that will be attached to the plan and considered in future revisions.

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.

DAR Middle School builds capacity for parental involvement by providing ongoing opportunities for parents to become equal partners in their children's education. Most of this requirement is addressed at the school's annual parent night, where parents receive an overview of the state academic content standards, academic achievement standards, and assessment results. Parents are also provided an explanation of Title I in-school services, and classroom teachers are available to answer questions and explain grade-level expectations and requirements.

To support parents in helping their children succeed academically, Marshall County Schools provides materials and training, such as literacy resources and technology tools, that foster parental involvement. The System-Wide Advisory Council, which includes the Parent Advisory Council, meets two times each year to discuss the effective use of parental involvement funds.

The school and district also work to strengthen the school-home partnership by educating teachers, pupil service personnel, principals, and other staff in effective communication and collaboration strategies to ensure parents are valued as equal partners.

In addition, DAR Middle has purchased Neptune Navigate software to help students and parents learn responsible digital citizenship. This program provides self-paced online modules for staff, students, and families that may be completed at school or at home. Modules are designed to take no more than 30 minutes and include discussion questions to reinforce key concepts. The videos are also equipped with closed captioning in Spanish to increase accessibility for all families.

Through these combined efforts, DAR Middle ensures that parents have the knowledge, resources, and support necessary to actively engage in their child's education and to partner with the school in promoting academic success. Parent information videos are sent to inform parents about how to use technology, such as PowerSchool, ParentSquare, and iXL.

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.

DAR Middle School believes that parenting skills should be promoted and supported to strengthen the home-school connection and increase student achievement. Our goal is to inform and train parents/guardians so they can enhance the home environment and actively support their child's learning. To accomplish this, the school provides opportunities such as parental needs surveys, an open-door visitation policy, open house events, and information sessions about school programs and policies.

In addition, DAR Middle School works to educate teachers, office personnel, and staff— with the assistance of parents—on the value and utility of parent contributions. Staff are trained on strategies for reaching out to, communicating with, and working with parents as equal partners in the education process. Parents are encouraged to provide feedback and share ideas that help shape school initiatives and improve communication.

By offering parenting resources, training opportunities, and intentional collaboration between families and staff, DAR Middle School actively builds capacity for parental involvement and ensures that parents are recognized as integral partners in their child's education.

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.

DAR Middle School invites all parents to an annual meeting to review the Schoolwide Plan, including federal guidelines, program benefits, and the role of parents in supporting student achievement. Parents are encouraged to provide input during this meeting and throughout the year, helping to strengthen the school-home partnership. Numerous opportunities for parent participation are available, including serving on policy and planning committees, volunteering at school events, and assisting with activities such as field trips and book fairs.

To further build capacity, parents are invited to participate in Orientation and Open House events where they may tour the school, meet faculty, and learn about school procedures. Teachers are available for parent conferences before and after school or during planning times, ensuring families have regular opportunities to discuss concerns and strategies for supporting learning at home.

In coordination with the Marshall County School System and federal programs (Title IIA PD or Title III EL supports), DAR Middle integrates parent involvement opportunities into existing initiatives, such as literacy events, Title I activities, and advisory councils. These efforts, combined with open communication and volunteer opportunities, encourage and support parents in becoming equal partners in their child's education and in improving academic achievement.

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.

DAR Middle School's goal is to inform and train parents/guardians in order to enhance the home environment and increase student achievement. To achieve this, the school provides opportunities for parents to learn about school programs and policies, identify parenting skills, and participate in training opportunities.

To ensure all families can participate, the school sends information about parent programs, meetings, and activities in clear, parent-friendly formats using Parent-Square's translation features. An interpreter is available to communicate with parents of different ethnic backgrounds, and information is translated into languages that parents can understand to the extent practicable. In addition, the Migrant Program provides family services in accordance with state law to help families avoid social isolation and to connect them with local services and agencies.

Through these practices, DAR Middle ensures that all parents—regardless of language or background—receive the information they need to be equal partners in their child's education and to support improved student academic achievement.

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.

DAR Middle School makes every effort to provide information on all school meetings, reports, parent notices, and activities in both English and Spanish for the parents of our EL students. A translator is available to assist parents in

understanding paperwork, during parent conferences, and in telephone conversations to ensure clear communication.

In addition, the school is committed to providing any other reasonable support for parental involvement activities as requested by parents, such as scheduling additional conferences, offering alternative meeting times, or providing extra copies of resources. These efforts ensure that all parents, regardless of language or circumstance, have the tools and support needed to be equal partners in their children's education and academic success.

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))

DAR Middle School makes every effort to accommodate all parents, including those with disabilities, special needs, limited English proficiency, and migratory children. The campus is fully handicapped accessible, and teachers schedule conferences and meetings at times that meet the needs of parents, including before or after school, through conference calls, or virtually using Zoom. Interpreters are provided when necessary, and required information and school reports are translated or explained in a format and language parents can understand, to the extent practicable.

To strengthen communication, DAR Middle has transitioned to ParentSquare as its primary communication platform. ParentSquare provides families with a centralized, user-friendly system that allows messages to be received through email, text, or app notifications based on parent preference. The platform also includes automatic translation features, ensuring parents with limited English proficiency can access information in their home language. This system increases accessibility, consistency, and real-time communication between the school and families.

Through ParentSquare, email, Remind text, Zoom, and traditional mail, DAR Middle ensures that all parents receive timely information and are able to fully participate as equal partners in their child's education. All required reports under Sec. 1111 (achievement reports, report cards, and accountability information) are sent in accessible formats/languages.

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)
 2024 6-8 ACAP Insights		<ul style="list-style-type: none"> •
 25-26 Leadership Committee		<ul style="list-style-type: none"> •
 25-26 Title I parent night handout		<ul style="list-style-type: none"> •
 25-26 Title I parent signatures		<ul style="list-style-type: none"> •
 25-26 Title I Slideshow		<ul style="list-style-type: none"> •
 ACIP Strategy Alignment Meeting		<ul style="list-style-type: none"> • 1
 Parent ACIP Review	ACIP Review sent to parents to review and make suggestions using ParentSquare communications	<ul style="list-style-type: none"> •
 Revised ACIP Diagnostics Meeting		<ul style="list-style-type: none"> • 1
 Revised ACIP Meeting		<ul style="list-style-type: none"> • 1

Critical Initiative

On Track

Provide professional development on integrating digital tools into daily instruction to enhance student engagement and understanding.

Objective:

Increase student engagement and achievement by integrating technology-based instructional strategies in all core classrooms

Evidence-Based Practice Citation

U.S. Department of Education, Office of Educational Technology. (2017). Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update. <https://tech.ed.gov/netp/>

ning

Lagging

Critical Initiative

Implement a digital citizenship program to teach students responsible use of technology, online safety, and research skills.

Use during Enrichment time weekly in history classes; pd needed

Objective:

Increase student engagement and achievement by integrating technology-based instructional strategies in all core classrooms

Evidence-Based Practice Citation

Common Sense Education. (n.d.). Digital Citizenship Curriculum Impact Report.

<https://www.commonsense.org/education/research/digital-citizenship-curriculum-impact-report>

Activity

Neptune Navigate

Person responsible: History Teachers

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$625.00

Source of Funding: Title I

Other Resource: N/A

Activity Measure(s)

Benchmark(s)

Digital Citizenship

Benchmark: Usage Report

Date: 05/22/2026

ning

On Track

Critical Initiative

Increase opportunities for students to use technology to demonstrate learning through multimedia presentations, coding, or digital portfolios.

Objective:

Increase student engagement and achievement by integrating technology-based instructional strategies in all core classrooms

Evidence-Based Practice Citation

Edutopia. (2020, September 15). Digital Portfolios: Showcasing Student Growth Over Time. <https://www.edutopia.org/article/digital-portfolios-showcasing-student-growth-over-time>

Activity

Technology Paraprofessional

Person responsible: Admin

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$27000.00
Other Resource:

Source of Funding: Title I

Activity Measure(s)

Computer Science integration

Benchmark(s)

Benchmark: Walkthrough
Data

Date: 05/29/2026

ning

Critical Initiative

Lagging

Ensure all students have access to devices and high-speed internet during and beyond school hours, with support plans for those in need.

Chromebook prices have increased since we have to purchase the touchscreen

Objective:

Increase student engagement and achievement by integrating technology-based instructional strategies in all core classrooms

Evidence-Based Practice Citation

Alabama Department of Economic and Community Affairs (ADECA). (2024). Alabama Broadband Accessibility Fund. <https://adeca.alabama.gov/broadband/>

Activity

Chromebooks

Person responsible: LMS

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$1990.00

Source of Funding: Title 1

Other Resource: 25-26 CIS Technology Fund--\$7960 (20 Chromebooks)

Activity Measure(s)

Digital Literacy

Benchmark(s)

Benchmark: Inventory List

Date: 05/29/2026

Activity

Chromeboxes

Person responsible: LMS

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$1050.00

Source of Funding: Title I

Other Resource: 25-26 CIS Technology
fund-\$305 (1 Chromebox)

Activity Measure(s)

Benchmark(s)

Benchmark: Chromebox
inventory to replace old ones

Date: 05/29/2026

Critical Initiative

Implement and monitor regular updates via newsletters, school website, social media, and messaging platforms. Offer multilingual support where needed.

Objective:

Strengthen stakeholder engagement through improved communication, inclusive involvement, and partnerships that support student success.

Evidence-Based Practice Citation

Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Southwest Educational Development Laboratory.

Critical Initiative

Administer annual perception surveys to families, staff, and students.

Objective:

Strengthen stakeholder engagement through improved communication, inclusive involvement, and partnerships that support student success.

Evidence-Based Practice Citation

Bryk, A. S., & Schneider, B. (2002). Trust in schools: A core resource for improvement. Russell Sage Foundation.

Critical Initiative

Conduct home-school connection initiatives

Objective:

Strengthen stakeholder engagement through improved communication, inclusive involvement, and partnerships that support student success.

Evidence-Based Practice Citation

Weiss, H. B., Lopez, M. E., & Rosenberg, H. (2010). Beyond random acts: Family, school, and community engagement as an integral part of education reform. Harvard Family Research Project.

Activity

6th grade planners

Person responsible: 6th grade teachers

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$450.00

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)

Critical Initiative

Use ParentSquare to streamline school-to-home communication, increase parent engagement, and support student success through consistent, two-way messaging.

Objective:

Strengthen stakeholder engagement through improved communication, inclusive involvement, and partnerships that support student success.

Evidence-Based Practice Citation

ParentSquare. (2023). Customer Success Stories & Case Studies. <https://www.parentsquare.com/case-studies/>

Critical Initiative

On Track

Implement Tier I instructional strategies schoolwide that are aligned to the Alabama Course of Study and supported by ongoing professional development.

Objective:

Improve overall student academic performance in reading and math by increasing proficiency rates and closing achievement gaps

Evidence-Based Practice Citation

Marzano, R. J. (2003). Classroom Instruction That Works. ASCD.

Activity

Renaissance/Magna Math

Person responsible: Math Teachers

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$4980.30

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)

Critical Initiative

Provide Tier II and Tier III interventions for students identified as below benchmark in reading and math.

Objective:

Improve overall student academic performance in reading and math by increasing proficiency rates and closing achievement gaps

Evidence-Based Practice Citation

National Center on Intensive Intervention (NCII). (n.d.).

Activity

After School- Tutoring

Person responsible: Putman

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$5000.00

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)

Activity

Purchase Maneuvering Math

Person responsible: Kyle Edwards

Launch Date: 10/13/2025

Required Resource(s):

Financial Resource: \$289.00

Source of Funding: 25-26 CIS Technology Fund

Other Resource:

Activity Measure(s)

Benchmark(s)

Benchmark: Usage reports

Date: 05/22/2026

Benchmark: Leadership team review of program

Date: 05/22/2026

Critical Initiative

On Track

Implement evidence-based instructional strategies for EL students

Objective:

Enhance instructional practices and support systems to improve academic achievement and language development for English Learners.

Evidence-Based Practice Citation

Echevarria, J., Vogt, M., & Short, D. J. (2017). Making content comprehensible for English learners: The SIOP model (5th ed.). Pearson.

Critical Initiative

On Track

Embed language development strategies across content areas

Objective:

Enhance instructional practices and support systems to improve academic achievement and language development for English Learners.

Evidence-Based Practice Citation

Short, D. J., & Echevarria, J. (2016). Developing academic language with the SIOP model. Pearson.

Critical Initiative

Ensure assessments are standards-aligned and used to guide instructional decisions.

Objective:

Increase student achievement by strengthening data-informed instruction, assessment practices, and progress monitoring across all content areas.

Evidence-Based Practice Citation

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80(2), 139–148.

On Track

Critical Initiative

Conduct regular benchmark, screening, and diagnostic assessments to track growth.

Objective:

Increase student achievement by strengthening data-informed instruction, assessment practices, and progress monitoring across all content areas.

Evidence-Based Practice Citation

Stiggins, R. J. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, 87(4), 324–328.

On Track

Critical Initiative

Offer PD on assessment literacy, data use, and instructional planning.

Objective:

Increase student achievement by strengthening data-informed instruction, assessment practices, and progress monitoring across all content areas.

Evidence-Based Practice Citation

Desimone, L. M. (2009). Improving impact studies of teachers’ professional development. Educational Researcher, 38(3), 181–199. <https://doi.org/10.3102/0013189X08331140>

Activity

Teacher Professional Development Registration

Person responsible: Leadership Team

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$5000.00

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)

Benchmark: List of PD

Date: 05/29/2026

Activity

Professional Development Expenses

Person responsible: Leadership Team

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$7033.10

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)

Benchmark: List of PD expenses

Date: 05/29/2026

Activity

Substitutes for Professional Development Days

Person responsible: Leadership Team

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$1000.00

Source of Funding: Title I

Other Resource:

Activity Measure(s)

Benchmark(s)

Benchmark: List of PD days paid from Title I

Date: 05/29/2026

Critical Initiative

Utilize trained paraprofessionals to provide academic assistance, reinforce instruction, and support small group interventions.

Objective:

Increase student achievement by strengthening data-informed instruction, assessment practices, and progress monitoring across all content areas.

Evidence-Based Practice Citation

Giangreco, M. F., Suter, J. C., & Doyle, M. B. (2010). Paraprofessionals in inclusive schools. *J. Educ. Psychol. Consult.*, 20(1), 41–57. <https://doi.org/10.1080/10474410903535356>

Objective

Increase student engagement and achievement by integrating technology-based instructional strategies in all core classrooms

Critical Initiative

Provide professional development on integrating digital tools into daily instruction to enhance student engagement and understanding.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

% of teachers completing PD on instructional tech

Walkthrough data showing use of technology

Teacher self-assessments and reflections on tech

iXL user reports for all 4 subjects all 3 grades

Critical Initiative

Implement a digital citizenship program to teach students responsible use of technology, online safety, and research skills.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

% of students completing modules

Pre-/post-assessments showing growth

Neptune Navigate user reports

Critical Initiative

Increase opportunities for students to use technology to demonstrate learning through multimedia presentations, coding, or digital portfolios.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

Student survey responses on tech

Walkthru data

Lesson plans

Critical Initiative

Ensure all students have access to devices and high-speed internet during and beyond school hours, with support plans for those in need.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

1-1 Chromebook initiative

Objective

Strengthen stakeholder engagement through improved communication, inclusive involvement, and partnerships that support student success.

Critical Initiative

Implement and monitor regular updates via newsletters, school website, social media, and messaging platforms. Offer multilingual support where needed.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

Parent survey

Parent sign in sheets at community meetings

Critical Initiative

Administer annual perception surveys to families, staff, and students.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

Parent survey

Staff survey

Critical Initiative

Conduct home-school connection initiatives

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

Parent survey

Parent sign in sheets at community meetings

Student planners

Critical Initiative

Use ParentSquare to streamline school-to-home communication, increase parent engagement, and support student success through consistent, two-way messaging.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

Parent survey

Staff PD

Program participation reports

Objective

Improve overall student academic performance in reading and math by increasing proficiency rates and closing achievement gaps

Critical Initiative

Implement Tier I instructional strategies schoolwide that are aligned to the Alabama Course of Study and supported by ongoing professional development.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

Staff PD

Walkthru data

Copy of lesson plans with standards

Critical Initiative

Provide Tier II and Tier III interventions for students identified as below benchmark in reading and math.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

iXL user reports for all 4 subjects all 3 grades

Monthly PST meetings

Bi-weekly PLC meetings

After school tutoring

Objective

Enhance instructional practices and support systems to improve academic achievement and language development for English Learners.

Critical Initiative

Implement evidence-based instructional strategies for EL students

Start Date: 08/11/2025 **End Date:** 05/29/2026

Key Measures

- ACCESS scores
- EL training

Critical Initiative

Embed language development strategies across content areas

Start Date: 08/11/2025 **End Date:** 05/29/2026

Key Measures

- EL training
- Lesson plans

Objective

Increase student achievement by strengthening data-informed instruction, assessment practices, and progress monitoring across all content areas.

Critical Initiative

Ensure assessments are standards-aligned and used to guide instructional decisions.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

Walkthru data

Bi-weekly PLC meetings

Lesson plans

Critical Initiative

Conduct regular benchmark, screening, and diagnostic assessments to track growth.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

Bi-weekly PLC meetings

Renaissance learning for STAR benchmark

Critical Initiative

Offer PD on assessment literacy, data use, and instructional planning.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

Staff survey

Staff PD

Principal and AP training for turnaround

Critical Initiative

Utilize trained paraprofessionals to provide academic assistance, reinforce instruction, and support small group interventions.

Start Date: 08/11/2025

End Date: 05/29/2026

Key Measures

Monthly PST meetings

Bi-weekly PLC meetings

Use parapro in tech class

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Beliefs

We believe:

- all students are important.
- all students are valuable.
- all students have unique capabilities.

Digital Learning

Objectives

- Increase student engagement and achievement by integrating technology-based instructional strategies in all core classrooms

Critical Initiatives

- Provide professional development on integrating digital tools into daily instruction to enhance student engagement and understanding.
- Implement a digital citizenship program to teach students responsible use of technology, online safety, and research skills.
- Increase opportunities for students

Stakeholder Engagement

Objectives

- Strengthen stakeholder engagement through improved communication, inclusive involvement, and partnerships that support student success.

Critical Initiatives

- Implement and monitor regular updates via newsletters, school website, social media, and messaging platforms. Offer multilingual support where needed.
- Administer annual perception surveys to families, staff, and students.
- Conduct home-school connection

Student Outcomes

Objectives

- Improve overall student academic performance in reading and math by increasing proficiency rates and closing achievement gaps

Critical Initiatives

- Implement Tier I instructional strategies schoolwide that are aligned to the Alabama Course of Study and supported by ongoing professional development.
- Provide Tier II and Tier III interventions for students identified as below benchmark in reading and math.

EL Accountability

Objectives

- Enhance instructional practices and support systems to improve academic achievement and language development for English Learners.

Critical Initiatives

- Implement evidence-based instructional strategies for EL students
- Embed language development strategies across content areas

Academic Accountability

Objectives

- Increase student achievement by strengthening data-informed instruction, assessment practices, and progress monitoring across all content areas.

Critical Initiatives

- Ensure assessments are standards-aligned and used to guide instructional decisions.
- Conduct regular benchmark, screening, and diagnostic assessments to track growth.
- Offer PD on assessment literacy, data use, and instructional planning.

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<p>to use technology to demonstrate learning through multimedia presentations, coding, or digital portfolios.</p> <ul style="list-style-type: none"> • Ensure all students have access to devices and high-speed internet during and beyond school hours, with support plans for those in need. 	<p>initiatives</p> <ul style="list-style-type: none"> • Use ParentSquare to streamline school-to-home communication, increase parent engagement, and support student success through consistent, two-way messaging. 			<ul style="list-style-type: none"> • Utilize trained paraprofessionals to provide academic assistance, reinforce instruction, and support small group interventions.
Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
<ul style="list-style-type: none"> • % of teachers completing PD on instructional tech • Walkthrough data showing use of technology • Teacher self-assessments and reflections on tech • iXL user reports for all 4 subjects all 3 grades • % of students completing modules • Pre-/post-assessments showing growth • Neptune Navigate user reports • Student survey responses on tech • Walkthru data • Lesson plans • 1-1 Chromebook initiative 	<ul style="list-style-type: none"> • Parent survey • Parent sign in sheets at community meetings • Staff survey • Student planners • Staff PD • Progam participation reports 	<ul style="list-style-type: none"> • Staff PD • Walkthru data • Copy of lesson plans with standards • iXL user reports for all 4 subjects all 3 grades • Monthly PST meetings • Bi-weekly PLC meetings • After school tutoring 	<ul style="list-style-type: none"> • ACCESS scores • EL training • Lesson plans 	<ul style="list-style-type: none"> • Walkthru data • Bi-weekly PLC meetings • Lesson plans • Renaissance learning for STAR benchmark • Staff survey • Staff PD • Principal and AP training for turnaround • Monthly PST meetings • Use parapro in tech class

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide professional development on integrating digital tools into daily instruction to enhance student engagement and understanding.

Key Measures

- % of teachers completing PD on instructional tech
- Teacher self-assessments and reflections on tech
- Walkthrough data showing use of technology
- iXL user reports for all 4 subjects all 3 grades

Intended Outcome(s)

- Increased use of tech in lesson delivery across all core classrooms
- More effective and differentiated instruction through digital tools
- Improved student engagement and content retention
- Timely identification of academic strengths and areas of need

Objective

Increase student engagement and achievement by integrating technology-based instructional strategies in all core classrooms

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources: \$625.00

Source of Funding: Title I

Other

- N/A

Critical Initiative

Implement a digital citizenship program to teach students responsible use of technology, online safety, and research skills.

Key Measures

- % of students completing modules
- Neptune Navigate user reports
- Pre-/post-assessments showing growth

Intended Outcome(s)

- Students demonstrate responsible, safe, and ethical digital behavior
- Improved student readiness for academic/workplace environments
- Reduction in tech-related behavior issues

Objective

Increase student engagement and achievement by integrating technology-based instructional strategies in all core classrooms

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources: \$27000.00

Source of Funding: Title I

Other

Critical Initiative

Increase opportunities for students to use technology to demonstrate learning through multimedia presentations, coding, or digital portfolios.

Key Measures

- Student survey responses on tech
- Lesson plans
- Walkthru data

Intended Outcome(s)

- Increased student ownership of learning and creativity
- Broader use of technology as a tool for authentic assessment
- Enhanced communication, collaboration, and problem-solving skills

Objective

Increase student engagement and achievement by integrating technology-based instructional strategies in all core classrooms

Vision

Produce productive, prepared, patriotic members of society.

2025-2026 KDS DAR Middle ACIP

Kate Duncan Smith DAR Middle School

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources: \$3040.00

Source of Funding: Title 1, Title I

Other

- 25-26 CIS Technology Fund--\$7960 (20 Chromebooks)
- 25-26 CIS Technology fund-\$305 (1 Chromebox)

Critical Initiative

Ensure all students have access to devices and high-speed internet during and beyond school hours, with support plans for those in need.

Key Measures

- 1-1 Chromebook initiative

Intended Outcome(s)

- All students have consistent access to digital learning resources
- Reduction in homework and engagement gaps caused by tech inequity
- Improved academic performance and participation across all student groups

Objective

Increase student engagement and achievement by integrating technology-based instructional strategies in all core classrooms

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Implement and monitor regular updates via newsletters, school website, social media, and messaging platforms. Offer multilingual support where needed.

Key Measures

- Parent survey
- Parent sign in sheets at community meetings

Intended Outcome(s)

- Families consistently informed
- Communication leads to more participation from stakeholders

Objective

Strengthen stakeholder engagement through improved communication, inclusive involvement, and partnerships that support student success.

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Administer annual perception surveys to families, staff, and students.

Key Measures

- Parent survey
- Staff survey
- Parent sign in sheets at community meetings

Intended Outcome(s)

- Guide improvements
- Create shared ownership of school goals

Objective

Strengthen stakeholder engagement through improved communication, inclusive involvement, and partnerships that support student success.

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources: \$450.00

Source of Funding: Title I

Other

Critical Initiative

Conduct home-school connection initiatives

Key Measures

- Parent survey
- Student planners
- Parent sign in sheets at community meetings

Intended Outcome(s)

- County home-school connection initiatives

Objective

Strengthen stakeholder engagement through improved communication, inclusive involvement, and partnerships that support student success.

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Use ParentSquare to streamline school-to-home communication, increase parent engagement, and support student success through consistent, two-way messaging.

Key Measures

- Parent survey
- Progam participation reports
- Staff PD

Intended Outcome(s)

- Increased parent involvement in academic and behavioral support
- Higher parent satisfaction and response rates to school communication
- Improved student attendance and accountability

Objective

Strengthen stakeholder engagement through improved communication, inclusive involvement, and partnerships that support student success.

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources: \$4980.30

Source of Funding: Title I

Other

Critical Initiative

Implement Tier I instructional strategies schoolwide that are aligned to the Alabama Course of Study and supported by ongoing professional development.

Key Measures

- Staff PD
- Walkthru data
- Copy of lesson plans with standards

Intended Outcome(s)

- Increase student engagement
- Consistent, high quality, standards based instruction

Objective

Improve overall student academic performance in reading and math by increasing proficiency rates and closing achievement gaps

Vision

Produce productive, prepared, patriotic members of society.

2025-2026 KDS DAR Middle ACIP

Kate Duncan Smith DAR Middle School

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources: \$5289.00

Source of Funding: Title I, 25-26 CIS Technology Fund

Other

Critical Initiative

Provide Tier II and Tier III interventions for students identified as below benchmark in reading and math.

Key Measures

- iXL user reports for all 4 subjects all 3 grades
- Monthly PST meetings
- Bi-weekly PLC meetings
- After school tutoring

Intended Outcome(s)

- Targeted, data driven interventions
- Help close the learning gap

Objective

Improve overall student academic performance in reading and math by increasing proficiency rates and closing achievement gaps

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Implement evidence-based instructional strategies for EL students

Key Measures

- ACCESS scores
- EL training

Intended Outcome(s)

- Increased engagement across content areas with improved ACCESS scores
- Teachers will apply effective strategies in instruction to better support ELs

Objective

Enhance instructional practices and support systems to improve academic achievement and language development for English Learners.

Vision

Produce productive, prepared, patriotic members of society.



Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative
Embed language development strategies across content areas

Key Measures

- EL training
- Lesson plans

Intended Outcome(s)

- Improve content knowledge and language skills
- Accelerate academic progress in content knowledge and language skills

Objective

Enhance instructional practices and support systems to improve academic achievement and language development for English Learners.

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Ensure assessments are standards-aligned and used to guide instructional decisions.

Key Measures

- Walkthru data
- Lesson plans
- Bi-weekly PLC meetings

Intended Outcome(s)

- Assessments accurately reflect learning targets
- Increase in student performance on benchmark and summative tests
- Teachers use assessment data to adjust instruction

Objective

Increase student achievement by strengthening data-informed instruction, assessment practices, and progress monitoring across all content areas.

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Conduct regular benchmark, screening, and diagnostic assessments to track growth.

Key Measures

- Bi-weekly PLC meetings
- Renaissance learning for STAR benchmark

Intended Outcome(s)

- Instruction tailored to student needs
- Earlier identification of learning gaps
- Improved academic growth for all students

Objective

Increase student achievement by strengthening data-informed instruction, assessment practices, and progress monitoring across all content areas.

Vision

Produce productive, prepared, patriotic members of society.

Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources: \$13033.10

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

Other

Critical Initiative

Offer PD on assessment literacy, data use, and instructional planning.

Key Measures

- Staff survey
- Principal and AP training for turnaround
- Staff PD

Intended Outcome(s)

- Improved instructional quality
- Strengthened collaboration and shared best practices
- Greater data use

Objective

Increase student achievement by strengthening data-informed instruction, assessment practices, and progress monitoring across all content areas.

Vision

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Mission

Equip students with educational tools and strategies to become productive, prepared, patriotic members of society.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Utilize trained paraprofessionals to provide academic assistance, reinforce instruction, and support small group interventions.

Key Measures

- Monthly PST meetings
- Use parapro in tech class
- Bi-weekly PLC meetings

Intended Outcome(s)

- Reduced off-task or disruptive behavior during instruction
- Increased small group and individualized support
- Improved academic outcomes for struggling learners

Objective

Increase student achievement by strengthening data-informed instruction, assessment practices, and progress monitoring across all content areas.

Vision

Produce productive, prepared, patriotic members of society.