



DAR High Title 1 Schoolwide Diagnostic for ACIP 2024-2025

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Kate Duncan Smith DAR High School

Larry Bolin

6077 Main Street

Grant, Alabama, 35747

United States of America

Table of Contents

Instructions	3
2024-2025 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	12
Parent and Family Engagement	13
Coordination of Resources - Comprehensive Budget	18
eProve™ strategies: Goals & Plans	19
Attachment Summary	20

Instructions

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

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

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

2024-2025 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The Instructional Leadership team is responsible for the development of the ACIP. Since being reinstated as a Title I School in 2010, the team meets annually to compare the ACIP to the most recent high stakes tests and other school wide data. During August and September the ACIP Team and school staff examine data from the following sources: State Assessment test results, School Incident Report, Educate Alabama, Parent Surveys, and other local information. Input from faculty, staff, and parents are considered and a revised ACIP is drafted which includes suggestions for school improvement strategies, professional development needs, and budget needs. Once completed, the faculty, staff, and parents review the ACIP draft and input is solicited and considered before finalizing the ACIP. The ACIP is published for district approval and signatures. Once approved it is shared with the community on our website and a copy is placed in the main office.

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

The partnership between home and school is open and parents take advantage of our invitations to let us know what they need to help their children. Even so, data shows that communication between school and home has room for improvement. Perception/survey data show that while the majority of stakeholders are very satisfied with the education at KDS DAR HS, we need to work to better involve stakeholders in the decision-making process. We also need to give more opportunities for parental involvement in the school.

3. What conclusions were drawn from the results?

KDS DAR High School has determined that we will continue to have goals that focus on reading, math, science, EL, and college/career readiness. We also decided to add a goal related to stakeholder involvement to improve the climate and culture of the school.

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

While the demographics of KDS DAR High School have not changed much in the last several years, we have continued to work to close the achievement gap between typical and atypical students. We will focus on student outcomes, stakeholder engagement, climate and culture, and employee development. Action steps will be created to address each of those areas.

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

Based on the data, it was determined that we will continue to have goals that focus on reading and math, but we added a goal for climate and culture. We also continue to look at college and career readiness, as well as our EL population's academic success.

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

Each goal has objectives, critical initiatives, intended outcomes, and activities directly tied to current data (student achievement, survey, CCR), and our goals are set to show an increase in student achievement and/or student growth. We look at PreACT, ACT (state and national), ACT WorkKeys, and IXL for monitoring progress. Additional goals include increasing reading proficiency for EL students.

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

All students are provided with the opportunity to master the same challenging curriculum through rigorous standards-based instruction. All special populations including economically disadvantaged, homeless, migrant, immigrant, and English-language learners are provided those same opportunities to a free and appropriate public education, with documented accommodations as necessary to achieve those goals.

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.

* Increase Math Proficiency at DAR High School * Increase Reading Proficiency at DAR High School *. Increase implementation of STEM within instruction. Technology-Based Practice - All faculty, staff, and students will utilize technology to increase math proficiency. Instructional equipment will include interactive boards, desktop computers, laptop

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 have one full time certified school counselor on staff that works with all students to provide academic and social services to our students. We have also added a part time certified school counselor on staff to help the counselor provide academic and social services to our students. Our district also partners with Mountain Lakes Behavioral Health Services and North Alabama Counseling services to provide additional mental health support for our students in need. We rely on the work of our Peer Helpers, a group of 12-16 students, to work among their peers to improve students' skills outside of the academic subject areas. These students have been trained to listen closely to peers, to support them, and to help find them help when needed. They also help with tutoring and special programs like Blessings in a Backpack that support students that may need basic necessities. We also have a program, linewize, that alerts the administration and counselor if a student makes a self-harm statement or a threatening statement using a digital device.

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.**

Credit Recovery Programs: Edgenuity, Lakeside Academy, ACT Test Prep, ACT bootcamp, Peer Helpers, and Academic Teams.

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 are provided with the opportunity to master the same challenging curriculum through rigorous standards-based instruction. All special populations, including economically disadvantaged, homeless, migrant, immigrant, and English-language learners are provided those same opportunities to a free and appropriate education. Documented accommodations will be used as necessary to achieve those goals.

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 information is sent home in each student's home language (based on home language survey results). We also have an interpreter that can meet with parents to help translate during parent conferences with teachers and counselors.

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

This year, the school had to replace an English teacher. The school had to replace an ISS teacher. The school had to replace a business teacher.

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

According to the results from the DAR High Climate and Culture Survey 1-3 years 3% 4-10 years 29% 11-20 years 36% More than 20 years 32%

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)?

That goal is to maintain highly qualified personnel through recruitment, development, and retention, and we will do that by 1 - providing high quality, student-focused, and ongoing professional development opportunities for staff 2 - proactively seeking talent 3 - providing a positive environment where our faculty and staff knows they are valued

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

Assessment data is analyzed by departments and the leadership team to determine academic strengths and areas of improvement. Professional development is then designed to address those areas identified. Some professional development is school-wide, to address broad academic, social, and college/career ready goals, which other professional development is targeted to specific content or teacher need

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

A variety of professional development opportunities are employed to improve instruction. The school faculty plays a role in identifying professional development needs and the school administrators work with district-level administrators and their findings to ensure that all professional development is aligned. Professional development opportunities are designed to maximize time and expenditures. All professional development must be high quality, and classroom-focused in order to have a lasting impact on the classroom instructions and teacher's performance in

the classroom. Each school completes the Alabama State Department of Education's Continuous Improvement Plan which identifies the professional development needs of its staff. Also, CIP walkthrough reviews generate lists of continuing needs. The Regional In-service administers surveys and shares the results with the LEA. In addition, the LEA administers a survey completed by instructional staff as well as other stakeholders. The Educate Alabama Professional Learning Plan profiles and Teacher Effectiveness are used to generate a list of the learning needs as well as the Alabama Technology Plan: Transform 2020 survey which is administered to all certified teaching staff. The results from this data are used in planning for professional learning activities and district-wide initiatives. Recent and ongoing professional development includes: Data meetings; Mentor/Mentee Meetings for new teachers, AYP updates and instructional implications; Special Ed./General Ed. Collaborative Pacing within the Pacing Guide for Reading and Math; Benchmark Data Analysis, Mini Test Development for Middle and High School Reading and Math; Pacing Updates; Formative Data Analysis (Quarterly); Institute Day; Professional Development, Special Education Collaborative Teaching; Restraint Training; STAR Universal Screener and Monitoring; AMSTI training, RTI/PST System and Local Trainings; 504- System and Local Trainings; EL trainings; Educate Alabama process; Positive Behavior Support Training; Common core training's; Webinars on common core; Safe and Civil Schools Trainings; Classroom Modeling lessons; SREB MDC and LDC Cohort Trainings.

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 Teacher Orientation - prior to the start of school All teachers meet with administration one-on-one at least once each semester. Walkthroughs with feedback provided to all teachers. New teachers are assigned a mentor.

12. Describe how all professional development is "sustained and ongoing." The learning that takes place in professional development is immediately put to use in the classroom. Administrative and team walkthroughs provide opportunities to evaluate the implementation of professional development in curriculum and instruction, and teachers participate in follow up training and instructional coaching with content specialists 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.

Critical Initiative Enable students to take leadership roles that positively influence the school environment. Objective: Provide resources to foster a safe and civil environment.

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

(N/A for Elementary Schools)

Teachers and faculty members share the responsibility of student career development and guidance and adult trainability or employability that have been identified in the Carl D. Perkins Career and Technical Education Act of 2006. We promote the development of activities and services that integrate academic and career and technical instruction in order to prepare students for high-skill high-wage occupations. The Marshall County Technical school offers a wide variety of technical programs and dual enrollment through Snead State Community College. The LEA provides transportation for all students to and from the technical school site and offers AM, Mid-Day, and PM schedules to accommodate the needs of all students. Students with disabilities are provided with all resources necessary to allow them to be successful and to a free and appropriate education in the least restrictive setting. They have equal access to all programs offered at the MCTS. Economically disadvantaged families(low family incomes), are identified through the application for free and reduced lunch and receive special considerations for needed resources. The school provides testing fees for ACT, certification testing fees for career tech courses, and college application fees. These are provided as needed when funds are available. Individuals preparing for non-traditional fields are provided with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions through the career tech classes at the high school and the Marshall County Technical School. Single parents and single pregnant women are provided with personal and career counseling to assist them in meeting the unique needs of their specific situation. Abbreviated schedules, extended time, on-line classes, and alternative settings are available as needed. Career development and guidance are a counseling focus to prepare these students to earn a decent wage. The school and the LEA offer displaced homemakers the opportunity to attain their GED through classes provided at the Marshall County Technical School. LEP students have a variety of resources available to them. Title III ensures that limited English proficient (LEP) students, including migrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Schools use these funds to implement language instruction educational programs designed to help LEP students achieve these standards. The Marshall County School System and the schools within the system are accountable for increasing the English proficiency and core academic content knowledge of the LEP students.

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

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

KDS DAR High will evaluate the implementation through a monthly review of goals by the Leadership Team as well as stakeholder feedback throughout the year.

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?

The results of the state's annual assessments and other indicators will drive future instruction and professional development. KDS DAR High will meet with the leadership team to review the goals.

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 High School will evaluate the implementation through a monthly review of the goals by the school's leadership team. Disaggregated data will be reviewed and adjustments will be made to the school-wide program based on results.

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.

State of Alabama School Foundation Program funds are allocated to KDS-DAR based upon student enrollment. All Foundation allocated units are located at the school. Title I funds are used to pay for teachers and instructional assistants to supplement the regular academic program. General funds from the district level contribute to the overall instructional program at the school. The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies, cooperatively ensuring that all plans, goals, and objectives are communicated to all staff that is responsible for programs, and fiscal responsibility that ensures compliance with state and federal regulations:

- Coordination of appropriate services with Homeless in order to provide resources to families who are by definition homeless. Services include materials, supplies, health care, and tutoring if needed.
- Coordination of appropriate services with

English as Second Language by providing staff to translate forms and material, provide help to Hispanic families by providing services when needed and by providing tutorial services for children. -Coordination of services with Head Start in order to provide referrals to the Marshall County Special Needs Program. Marshall County School System provides Preschool Special Needs Service and Speech-Language services to Marshall County students that attend Head Start and qualify for special education.-Coordination of services with Marshall County Child Nutrition Program to provide nutritional food service to the children of Marshall County.

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 High School coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for Free/Reduced priced lunches and applications are processed at the central office to determine eligibility. Junior Achievement comes into our eighth grade classrooms. We also participate in the 4-H county extension office. Parents as Teachers preschool programs through the Marshall County Home Visitation Program are also available to children who qualify for both these programs. Both these programs provide a developmentally appropriate approach to children age 3 and 4. Parents of all children, particularly parents of at-risk children, have equal opportunity to enroll their children in the preschool program, even the classrooms supported by the Office of School Readiness funds. No barriers exist to enrollment in the preschool program. Marshall County Schools reaches our parents, particularly parents of English Learners and all other Title I children by distributing fliers across Marshall County through local agencies, doctors' offices, dental offices, the Marshall County Health Department, and at business across the county. Fliers are sent home with every student in Marshall County Schools announcing the preschool enrollment period. Fliers are translated into Spanish as well. Advertisements announcing enrollment dates are run in area newspapers and is announced on local radio stations including the Spanish speaking radio station in our area. Preschool enrollment dates are communicated to families by our Home Visitation Program staff and is announced on our Spanish-Speakers Night. Translated newsletters also ensure preschool enrollment dates are communicated in a timely manner.

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 budget sign-in sheet 2024

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))

An annual Title I parent meeting informs parents of the school participation in Title I. Parents receive notification of the meeting through phone calls, blackboard, school marquee, facebook, and flyers sent home. Topics discussed at this year's meeting include the Title I requirements including the 1% set-aside, Title I programs and services, the Continuous Improvement Plan, and the School-Parent Compacts.

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.

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.

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.

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

Discussions on how to effectively use the Title I allocations at the school also take place during our Leadership meetings. This year, we plan on purchasing Neptune Navigate. Neptune Navigate is an online program teaching students about digital citizenship.

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))

During an annual meeting, DAR High 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 high 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 teachers will be available.

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 High School, under the guidance of the Marshall County Board of Education, provides annual school-parent compacts. The compact is developed by the school leadership team which consists of school staff, parents, and a community representative. All DAR High School parents are asked to sign the compact signifying their commitment to working in partnership with the school and their child to ensure success in school. Additionally, the principal conducts a faculty meeting explaining the teacher responsibility for student success in school. Teachers, in turn, explain the compact to the students and obtain the students' signatures, which substantiate student's responsibility in their own school success.

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

Each year DAR High 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 have a working knowledge of the daily operation of the school. During CIP process all parents are given several opportunities to provide input regarding the revision of the plan and may express their dissatisfaction with any aspect of the plan. A copy of the CIP is made available to parents through the school office, the school library, and via the school website. The CIP is shared with parents at the annual parent visitation night.

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 High School will accomplish most of this requirement at its annual parent night. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessment results. An explanation of Title I in school services will be explained. Parents have the right and are encouraged to be involved in their children's education. The parent night provides DAR High School parents needed information and affords parents the opportunity to meet the faculty and staff of the school. Classroom teachers are available for questions and explanations about individual classroom/teacher requirements. Marshall County Schools provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement. The System-Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds. Marshall County Schools will educate its teachers, pupil service personnel, principals, and other staff in how to reach out to communicate with and work with parents as equal partners.

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 High School believes that parenting skills are to be promoted and supported. Our goal is to inform and train parents/guardians in order to enhance the home environment and increase student achievement. Our objectives are to provide opportunities to learn about school programs and policies, to identify parenting skills, and provide training opportunities. Parental needs survey, and open door visitation policy, and parental information opportunities such as an open house. DAR HighSchool also believes that parents play an integral role in assisting student

learning. Our goal is to bridge the gap between parental involvement in student learning.

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 High School invites all parents to an annual meeting at the school to explain the School-Wide Plan. The objectives included in this explanation are the benefits and activities, federal guidelines, and the role of all parents in the education of their children. We seek parental input to form a partnership with the parents. Numerous opportunities are available throughout the school year for parent participation including all policy and planning committees. Parents and/or guardians are invited to tour the school, meet the faculty, and ask for general information regarding the school and its procedures during Orientation or Open House. Parents are encouraged to arrange conferences with teachers at any time. Teachers make themselves available before and after school and during their planning time. Parents may take these opportunities to express any concerns they may have regarding their child's education. Sometimes classes will have the opportunity to go on field trips. Parents may be asked to attend these field trips as chaperones.

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 High School's goal is to inform and train parents/guardians in order to enhance the home environment and increase student achievement. Our objectives are to provide opportunities to learn about school programs and policies, to identify parenting skills needed, and to provide training opportunities. We have an interpreter who communicates with parents of different ethnic backgrounds to meet their needs. The Migrant Program provides family services in accordance with state law to help families avoid social isolation and to provide necessary information on local services and agencies. information on local services and agencies.

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

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

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

DAR High School makes every effort to provide information on all school meetings, reports, parent notices, etc., in both English and Spanish for the parents of our EL students. A translator is made available to provide assistance to parents who need help understanding the paperwork. The translator is also available for parent conferences and telephone conversations.

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 High School makes every effort to accommodate parents with and without disabilities and special needs. DAR is a handicapped accessible campus. Teachers at DAR High School make every attempt to schedule appointments around the needs of all parents. This includes, but is not limited to, interpreters when necessary, after/before school conferences, conference calls, etc. Additionally, many forms of communication are utilized to inform parents of school activities: school website, One Call, e-mail, and Remind text.

Coordination of Resources - Comprehensive Budget

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

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

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

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

ATTACHMENTS

Attachment Name



KDS DAR High School - 2024-2025 - Coordination of Resources

eProve™ strategies: Goals & Plans

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

- ☒ Yes
- ☐ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP budget sign-in sheet 2024		• 1
 Climate and Culture Teacher Survey (Fall 2024)		•
 DAR Strategic Plan 24-25		•
 Family Survey Report (Fall 2024)		•
 KDS DAR Brochure #1		•
 KDS DAR Brochure #2		•
 KDS DAR High School - 2024-2025 - Coordination of Resources		•
 McKinney Vento Trainings 24-25		•
 Parent and Family Engagement Policy 2024-2025		•
 School-Parent Compact 2024-2025		•
 Student Crisis Referral Form 2024-2025		•

Critical Initiative

On Track

Enable students to take leadership roles that positively influence the school environment.

Objective:

Foster a safe, supportive, and inclusive school environment by providing targeted resources, proactive behavior supports, and positive relationships.

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

and Culture

Critical Initiative

On Track

Provide ongoing professional development opportunities.

Objective:

Foster a safe, supportive, and inclusive school environment by providing targeted resources, proactive behavior supports, and positive relationships.

Activity

Professional Development for teachers/staff

Person responsible: Principal **Launch Date:** 10/01/2025

Required Resource(s):

Financial Resource: \$9000.00 **Source of Funding:** Title I Funding
Other Resource:

Activity Measure(s)	Benchmark(s)	
To provide teachers with professional development that will help with the climate and culture of our school, to help foster a safe and civil environment, and help teachers stay up to date on academic standards and best practices for their specific subject area.	Benchmark:	Date:

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Accountability

Critical Initiative

On Track

Standards-Aligned Instruction:
Ensure all teachers implement rigorous, standards-based instruction in ELA and math, supported by high-quality instructional materials and aligned pacing guides.

Objective:
Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Activity

Purchase of IXL,

Person responsible:		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$6750.00		Source of Funding: Title I	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
Standards-aligned instruction, intervention in ELA and Math. Quality instructional materials and aligned pacing guides.		Benchmark:	Date:

Activity

Provide Access, dual enrollment, CR teacher

Person responsible: Principal		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$44860.65		Source of Funding: Title I Funds	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
To provide a teacher for dual-enrollment, access and credit recovery classes within the high school.		Benchmark:	Date:

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Accountability

On Track

Critical Initiative

Targeted Math Intervention & Acceleration:
Implement tiered math interventions and enrichment programs, focusing on foundational skills in 9-12 and Algebra readiness in high school.

Objective:
Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Activity

Purchase of Magma Math/Renaissance

Person responsible: Principal		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$6129.60		Source of Funding: Title I Funds	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
To provide targeted Math intervention and acceleration. Will focus on foundational skills in 9-12 math		Benchmark:	Date:

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Accountability

Critical Initiative

On Track

ACT Readiness Framework:
Integrate ACT-aligned curriculum and assessments in grades 9–11, including benchmark testing, targeted ACT prep sessions, and progress monitoring.

Objective:
Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Activity

Purchase of IXL

Person responsible: Principal		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$6750.00		Source of Funding: Title I Funds	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
ACT growth, data usage, skill mastery		Benchmark: Date:	

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Accountability

Critical Initiative

On Track

Data-Driven Instructional Practices:
Use formative, benchmark, and summative data to inform instruction, drive small group support, and close achievement gaps across student subgroups.

Objective:
Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Activity

Ongoing professional development for teachers.staf

Person responsible: Principal		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$2500.00		Source of Funding:	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
To provide substitutes for teacher/staff professional development, PST, grade-level meetings, subject. level meetings, etc)		Benchmark:	Date:

Activity

Provide virtual study sessions for AP Biology

Person responsible: Principal		Launch Date: 10/01/2025
Required Resource(s):		
Financial Resource: \$800.00		Source of Funding: Title I Funds
Other Resource:		
Activity Measure(s)	Benchmark(s)	
Data driven instructional practices: Use formative, benchmark, and summative data to inform instruction, drive small group support and close achievement gaps.	Benchmark:	Date:

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Accountability

On Track

Critical Initiative

Instructional Coaching & Support:
Provide ongoing instructional coaching and job-embedded professional development focused on evidence-based teaching strategies and classroom differentiation.

Objective:
Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Activity

Substitutes for Professional Development

Person responsible: Principal

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$2500.00

Source of Funding: Title I Funds

Other Resource:

Activity Measure(s)

Benchmark(s)

Activity

Professional Development for teachers/staff

Person responsible: Principal		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$2500.00		Source of Funding: Title I Funds	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
To provide substitutes for teacher PD (PST, grade level meetings, subject level meetings, teacher PD)		Benchmark:	Date:

Activity

Bailey Education Group

Person responsible: MCBOE		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource:		Source of Funding:	
Other Resource: District Funding			
Activity Measure(s)		Benchmark(s)	
Bailey Education Group provides professional development, instructional coaching, and leadership training to schools and districts to improve student outcomes by empowering educators and school leaders.		Benchmark:	Date:

Critical Initiative

On Track

Strengthen Two-Way Communication Between School and Stakeholders

Objective:

Establish and sustain effective communication structures that ensure transparent, timely, and two-way engagement with all stakeholders to build trust

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

r Engagement

Critical Initiative

On Track

Expand and Enhance the School’s Social Media Presence

Objective:

Establish and sustain effective communication structures that ensure transparent, timely, and two-way engagement with all stakeholders to build trust

Critical Initiative

Lagging

Increase Opportunities for In-Person and Virtual Stakeholder Engagement

Objective:

Establish and sustain effective communication structures that ensure transparent, timely, and two-way engagement with all stakeholders to build trust

Critical Initiative

On Track

Improve Accessibility and Transparency of School Information

Objective:

Establish and sustain effective communication structures that ensure transparent, timely, and two-way engagement with all stakeholders to build trust

ability

Critical Initiative

On Track

Strengthen Instructional Practices for English Learners in All Classrooms

Objective:

Implement targeted, evidence-based instructional strategies to support English Learners in acquiring academic language proficiency.

ability

Critical Initiative

On Track

Use ACCESS and WIDA Data to Guide Language Development Support

Objective:

Implement targeted, evidence-based instructional strategies to support English Learners in acquiring academic language proficiency.

ability

On Track

Critical Initiative

Engage EL Families and Support Multilingual Communication

Objective:
Implement targeted, evidence-based instructional strategies to support English Learners in acquiring academic language proficiency.

ability

Critical Initiative

On Track

Provide Technology Tools and Academic Supports for EL Students

Objective:

Implement targeted, evidence-based instructional strategies to support English Learners in acquiring academic language proficiency.

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

ning

Critical Initiative

On Track

Provide Ongoing Professional Development in Digital Learning Integration

Objective:

Empower students to use digital tools to create meaningful, standards-aligned products that demonstrate critical thinking, creativity, and real-world

Activity

Teacher Professional development

Person responsible: Principal		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$9000.00		Source of Funding: Title I Funds	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
Professional development in digital learning integration		Benchmark:	Date:

Activity

Professional Development Registration

Person responsible:		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$1283.79		Source of Funding: Title I Funds	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
To provide ongoing professional development in the digital learning integration.		Benchmark:	Date:

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

ning

Critical Initiative

On Track

Provide Students with Access to Digital Tools and Resources

Objective:

Empower students to use digital tools to create meaningful, standards-aligned products that demonstrate critical thinking, creativity, and real-world

Activity

Purchase of a TV for use in Math class

Person responsible: Principal		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$500.00		Source of Funding:	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
Purchase of a TV to be used as a view board, paired with IPAD for working math problems in front of class.		Benchmark:	Date:

Activity

Purchase of Chromebooks for student use

Person responsible: Principal		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$1540.00		Source of Funding: Title I Funds	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
Purchase of chromebooks for student use. Provides access to digital tools and resources.		Benchmark:	Date:

ning

Critical Initiative

On Track

Integrate Digital Learning into Core Instruction to Promote Student Agency

Objective:

Empower students to use digital tools to create meaningful, standards-aligned products that demonstrate critical thinking, creativity, and real-world

ning

Critical Initiative

On Track

Monitor Digital Learning Implementation and Impact

Objective:

Empower students to use digital tools to create meaningful, standards-aligned products that demonstrate critical thinking, creativity, and real-world

Objective

Foster a safe, supportive, and inclusive school environment by providing targeted resources, proactive behavior supports, and positive relationships.

Critical Initiative

Enable students to take leadership roles that positively influence the school environment.

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

- % of students in leadership roles
- Number of student-led climate projects
- Surveys on student safety and inclusion
- Safe and Civil Schools PD sessions by students
- Leadership PD sessions completed by students

Critical Initiative

Provide ongoing professional development opportunities.

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

- Number of PD sessions on proactive behavior
- Staff attendance and participation in PD
- Pre/post surveys on staff confidence
- Reduction in behavior incidents/referrals
- Fidelity checks of behavior support programs

Objective

Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Critical Initiative

Standards-Aligned Instruction:
Ensure all teachers implement rigorous, standards-based instruction in ELA and math, supported by high-quality instructional materials and aligned pacing guides.

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

90% of lesson plans aligned with pacing guides and
Increase in walkthrough scores reflecting instruct
Teacher survey data showing improvement instrution

Critical Initiative

Targeted Math Intervention & Acceleration:
Implement tiered math interventions and enrichment programs, focusing on foundational skills in 9-12 and Algebra readiness in high school.

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

15% increase in reading growth all grade levels
10% increase in math proficiency
RTI monitoring shows 70% of students grow
measured via iReady, STAR
state and local assessments)
70% of students meeting intervention goals

Critical Initiative

ACT Readiness Framework:
Integrate ACT-aligned curriculum and assessments in grades 9–11, including benchmark testing, targeted ACT prep sessions, and progress monitoring.

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

Average ACT composite score increases by 2 points
85% student participation in ACT prep opportunity
Diagnostic data shows upward trends practice test

Critical Initiative

Data-Driven Instructional Practices:
Use formative, benchmark, and summative data to inform instruction, drive small group support, and close achievement gaps across student subgroups.

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

100% of grade-level teams meet monthly for PLCs
Documented agendas/minutes.
Instructional logs reflect regular engagement
PD data shows increased teacher efficacy

Critical Initiative

Instructional Coaching & Support:
Provide ongoing instructional coaching and job-embedded professional development focused on evidence-based teaching strategies and classroom differentiation.

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

Subgroup performance gaps decrease by at least 5%
Enrollment of students in AP/Dual Enrollment 20%
Parent engagement events show 25% increase

Objective

Establish and sustain effective communication structures that ensure transparent, timely, and two-way engagement with all stakeholders to build trust

Critical Initiative

Strengthen Two-Way Communication Between School and Stakeholders

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

- Number of two-way communication events held
- Stakeholder participation rates in feedback
- Survey results on communication quality
- Response times to stakeholder inquiries

Critical Initiative

Expand and Enhance the School's Social Media Presence

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

- Number of social media posts per month
- Social media engagement (likes, shares, comments)
- Growth in followers on social media channels
- Website traffic from social media sources

Critical Initiative

Increase Opportunities for In-Person and Virtual Stakeholder Engagement

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

- Number of in-person and virtual events held
- Attendance and participation at events
- Stakeholder survey on access and satisfaction
- Growth in stakeholder participation over time

Critical Initiative

Improve Accessibility and Transparency of School Information

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

- Availability of translated communications
- Website visits to key info pages
- Stakeholder survey on clarity and transparency
- Compliance with accessibility standards

Objective

Implement targeted, evidence-based instructional strategies to support English Learners in acquiring academic language proficiency.

Critical Initiative

Strengthen Instructional Practices for English Learners in All Classrooms

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

- % of teachers trained in EL strategies(Wida, etc)
- Classroom walkthrough data showing implementation
- Teacher surveys on preparedness to teach ELs.
- Lesson plan review that include language objective

Critical Initiative

Use ACCESS and WIDA Data to Guide Language Development Support

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

- % of ELs meeting annual growth targets on ACCESS
- Frequency and quality of data review meetings
- Number of instructional plans based on WIDA
- Student progress reports aligned with WIDA

Critical Initiative

Engage EL Families and Support Multilingual Communication

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

- % of EL family engagement events hosted annually
- % of communication sent in families' home language
- interpreters during school functions and meetings.
- EL parent participation IEP/504 meetings,workshops

Critical Initiative

Provide Technology Tools and Academic Supports for EL Students

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

- Number/% of EL using technology tools for develop
- Usage reports showing engagement with digital tool
- Access to bilingual digital resources or translati
- EL participation in academic support programs

Objective

Empower students to use digital tools to create meaningful, standards-aligned products that demonstrate critical thinking, creativity, and real-world

Critical Initiative

Provide Ongoing Professional Development in Digital Learning Integration

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

% of teachers participating in digital learning PD

Teacher self-assessment growth (pre/post PD).

Observation data showing use of digital tools

Number of teacher-created lessons using technology

Critical Initiative

Provide Students with Access to Digital Tools and Resources

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

student/device & % of student home internet

Usage data of learning platforms (google, canvas)

Student survey results on access to and usefulness

% of students using digital tools for standards

Critical Initiative

Integrate Digital Learning into Core Instruction to Promote Student Agency

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

Student digital projects meeting standards

Digital tool-based performance assessments

Surveys show student ownership and creativity

Rubric scores for student digital work

Critical Initiative

Monitor Digital Learning Implementation and Impact

Start Date: 10/01/2025End Date: 05/29/2026

Key Measures

Frequency of digital learning checks

Reports on tool use and effectiveness

Data linking tools to performance

PD/curriculum changes from tech data

Kate Duncan Smith DAR High School

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Beliefs

We believe that we should provide the highest quality education possible to every student to develop

- physically
- mentally
- socially
- morally

Climate and Culture	Academic Accountability	Stakeholder Engagement	EL Accountability	Digital Learning
Objectives	Objectives	Objectives	Objectives	Objectives
Foster a safe, supportive, and inclusive school environment by providing targeted resources, proactive behavior supports, and positive relationships.	Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction	Establish and sustain effective communication structures that ensure transparent, timely, and two-way engagement with all stakeholders to build trust	Implement targeted, evidence-based instructional strategies to support English Learners in acquiring academic language proficiency.	Empower students to use digital tools to create meaningful, standards-aligned products that demonstrate critical thinking, creativity, and real-world
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
- Enable students to take leadership roles that positively influence the school environment. - Provide ongoing professional development opportunities.	- Standards-Aligned Instruction: Ensure all teachers implement rigorous, standards-based instruction in ELA and math, supported by high-quality instructional materials and aligned pacing guides. - Targeted Math Intervention & Acceleration: Implement tiered math	- Strengthen Two-Way Communication Between School and Stakeholders - Expand and Enhance the School's Social Media Presence - Increase Opportunities for In-Person and Virtual Stakeholder Engagement - Improve Accessibility and	- Strengthen Instructional Practices for English Learners in All Classrooms - Use ACCESS and WIDA Data to Guide Language Development Support - Engage EL Families and Support Multilingual Communication - Provide Technology Tools and Academic Supports for EL Students	- Provide Ongoing Professional Development in Digital Learning Integration - Provide Students with Access to Digital Tools and Resources - Integrate Digital Learning into Core Instruction to Promote Student Agency

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
	interventions and enrichment programs, focusing on foundational skills in 9-12 and Algebra readiness in high school. • ACT Readiness Framework: Integrate ACT-aligned curriculum and assessments in grades 9–11, including benchmark testing, targeted ACT prep sessions, and progress monitoring. • Data-Driven Instructional Practices: Use formative, benchmark, and summative data to inform instruction, drive small group support, and close achievement gaps across student subgroups. • Instructional Coaching & Support: Provide ongoing instructional coaching and job-embedded professional development focused on evidence-based teaching strategies and classroom differentiation.	Transparency of School Information		• Monitor Digital Learning Implementation and Impact
Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
• % of students in leadership roles • Number of student-led climate projects • Surveys on student safety and inclusion • Safe and Civil Schools PD sessions by students • Leadership PD sessions completed by students • Number of PD sessions on proactive behavior • Staff attendance and participation in PD	• 90% of lesson plans aligned with pacing guides and • Increase in walkthrough scores reflecting instruct • Teacher survey data showing improvement instrution • 15% increase in reading growth all grade levels • 10% increase in math proficiency • RTI monitoring shows 70% of students grow • measured via iReady, STAR • state and local assessments)	• Number of two-way communication events held • Stakeholder participation rates in feedback • Survey results on communication quality • Response times to stakeholder inquiries • Number of social media posts per month • Social media engagement (likes, shares, comments) • Growth in followers on social media channels	• % of teachers trained in EL strategies(Wida, etc) • Classroom walkthrough data showing implementation • Teacher surveys on preparedness to teach ELs. • Lesson plan review that include language objective • % of ELs meeting annual growth targets on ACCESS • Frequency and quality of data review meetings • Number of instructional plans based on WIDA	• % of teachers participating in digital learning PD • Teacher self-assessment growth (pre/post PD). • Observation data showing use of digital tools • Number of teacher-created lessons using technology • student/device & % of student home internet • Usage data of learning platforms (google, canvas) • Student survey results on access to and usefulness

Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
• Pre/post surveys on staff confidence • Reduction in behavior incidents/referrals • Fidelity checks of behavior support programs	• 70% of students meeting intervention goals • Average ACT composite score increases by 2 points • 85% student participation in ACT prep opportunity • Diagnostic data shows upward trends practice test • 100% of grade-level teams meet monthly for PLCs • Documented agendas/minutes. • Instructional logs reflect regular engagement • PD data shows increased teacher efficacy • Subgroup performance gaps decrease by at least 5% • Enrollment of students in AP/Dual Enrollment 20% • Parent engagement events show 25% increase	• Website traffic from social media sources • Number of in-person and virtual events held • Attendance and participation at events • Stakeholder survey on access and satisfaction • Growth in stakeholder participation over time • Availability of translated communications • Website visits to key info pages • Stakeholder survey on clarity and transparency • Compliance with accessibility standards	• Student progress reports aligned with WIDA • % of EL family engagement events hosted annually • % of communication sent in families' home language • Interpreters during school functions and meetings. • EL parent participation IEP/504 meetings, workshops • Number/% of EL using technology tools for develop • Usage reports showing engagement with digital tool • Access to bilingual digital resources or translati • EL participation in academic support programs	• % of students using digital tools for standards • Student digital projects meeting standards • Digital tool-based performance assessments • Surveys show student ownership and creativity • Rubric scores for student digital work • Frequency of digital learning checks • Reports on tool use and effectiveness • Data linking tools to performance • PD/curriculum changes from tech data

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Enable students to take leadership roles that positively influence the school environment.

Key Measures

- % of students in leadership roles
- Surveys on student safety and inclusion
- Leadership PD sessions completed by students
- Number of student-led climate projects
- Safe and Civil Schools PD sessions by students

Intended Outcome(s)

- Increase student involvement in leadership roles.
- Develop student skills in conflict resolution and peer support. Key Measures
- Promote student-led initiatives that improve school climate.

Objective

Foster a safe, supportive, and inclusive school environment by providing targeted resources, proactive behavior supports, and positive relationships.

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources: \$9000.00

Source of Funding: Title I Funding

Other

Critical Initiative

Provide ongoing professional development opportunities.

Key Measures

- Number of PD sessions on proactive behavior
- Pre/post surveys on staff confidence
- Fidelity checks of behavior support programs
- Staff attendance and participation in PD
- Reduction in behavior incidents/referrals

Intended Outcome(s)

- Staff strategically implement proactive behavior supports.
- Improved consistency in behavior management practices school-wide.
- Increased staff capacity to maintain a positive and inclusive environment.

Objective

Foster a safe, supportive, and inclusive school environment by providing targeted resources, proactive behavior supports, and positive relationships.

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources: \$51610.65

Source of Funding: Title I, Title I Funds

Other

Critical Initiative

Standards-Aligned Instruction:
Ensure all teachers implement rigorous, standards-based instruction in ELA and math, supported by high-quality instructional materials and aligned pacing guides.

Key Measures

- 90% of lesson plans aligned with pacing guides and
- Teacher survey data showing improvement instruction
- Increase in walkthrough scores reflecting instruct

Intended Outcome(s)

- Increased consistency and rigor of Tier 1 instruction across classrooms and grade levels.
- Improved alignment between curriculum, instruction, and assessment.

Objective

Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources: \$6129.60

Source of Funding: Title I Funds

Other

Critical Initiative

Targeted Math Intervention & Acceleration:
Implement tiered math interventions and enrichment programs, focusing on foundational skills in 9-12 and Algebra readiness in high school.

Key Measures

- 15% increase in reading growth all grade levels
- RTI monitoring shows 70% of students grow state and local assessments)
- 10% increase in math proficiency
- measured via iReady, STAR
- 70% of students meeting intervention goals

Intended Outcome(s)

- Reduce the number of students performing below grade level in reading and math.
- Accelerated growth for students receiving targeted support.

Objective

Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources: \$6750.00

Source of Funding: Title I Funds

Other

Critical Initiative

ACT Readiness Framework:
Integrate ACT-aligned curriculum and assessments in grades 9–11, including benchmark testing, targeted ACT prep sessions, and progress monitoring.

Key Measures

- Average ACT composite score increases by 2 points
- 85% student participation in ACT prep opportunity
- Diagnostic data shows upward trends practice test

Intended Outcome(s)

- Improved student performance on ACT, particularly in English, Math, and Reading.
- ncreased college and career readiness.

Objective

Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources: \$3300.00

Source of Funding: Title I Funds

Other

Critical Initiative

Data-Driven Instructional Practices:
Use formative, benchmark, and summative data to inform instruction, drive small group support, and close achievement gaps across student subgroups.

Key Measures

- 100% of grade-level teams meet monthly for PLCs
- Documented agendas/minutes.
- Instructional logs reflect regular engagement
- PD data shows increased teacher efficacy

Intended Outcome(s)

- Increased teacher capacity to deliver high-quality instruction.
- Improved student outcomes through data-driven practices.

Objective

Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources: \$5000.00

Source of Funding: Title I Funds, Title I Funds

Other

- District Funding

Critical Initiative

Instructional Coaching & Support:
Provide ongoing instructional coaching and job-embedded professional development focused on evidence-based teaching strategies and classroom differentiation.

Key Measures

- Subgroup performance gaps decrease by at least 5%
- Enrollment of students in AP/Dual Enrollment 20%
- Parent engagement events show 25% increase

Intended Outcome(s)

- Reduced performance and opportunity gaps among subgroups.
- More equitable participation in advanced courses and enrichment.

Objective

Foster a culture of equity and academic excellence by implementing and sustaining high-quality, data-driven curriculum and instruction

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Strengthen Two-Way Communication Between School and Stakeholders

Key Measures

- Number of two-way communication events held
 - Survey results on communication quality
- Stakeholder participation rates in feedback
 - Response times to stakeholder inquiries

Intended Outcome(s)

- Increase stakeholder satisfaction with school communication.
 - Build stronger school-community partnerships.
- Facilitate frequent, meaningful two-way feedback from families, staff, and students.

Objective

Establish and sustain effective communication structures that ensure transparent, timely, and two-way engagement with all stakeholders to build trust

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Expand and Enhance the School’s Social Media Presence

Key Measures

- Number of social media posts per month
- Growth in followers on social media channels
- Social media engagement (likes, shares, comments)
- Website traffic from social media sources

Intended Outcome(s)

- Increase awareness of school news and events among stakeholders.
- Share timely updates and positive stories effectively.
- Boost engagement and interactions on social media platforms.

Objective

Establish and sustain effective communication structures that ensure transparent, timely, and two-way engagement with all stakeholders to build trust

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Increase Opportunities for In-Person and Virtual Stakeholder Engagement

Key Measures

- Number of in-person and virtual events held
 - Stakeholder survey on access and satisfaction
- Attendance and participation at events
 - Growth in stakeholder participation over time

Intended Outcome(s)

- Raise attendance at school events and meetings.
 - Enhance inclusivity and stakeholder input in decisions.
- Expand access for families unable to attend in person.

Objective

Establish and sustain effective communication structures that ensure transparent, timely, and two-way engagement with all stakeholders to build trust

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Improve Accessibility and Transparency of School Information

Key Measures

- Availability of translated communications
 - Stakeholder survey on clarity and transparency
- Website visits to key info pages
 - Compliance with accessibility standards

Intended Outcome(s)

- Ensure stakeholders can easily access clear and accurate information.
 - Meet accessibility standards for diverse audiences.
- Build trust through transparent communication practices.

Objective

Establish and sustain effective communication structures that ensure transparent, timely, and two-way engagement with all stakeholders to build trust

Vision

We are a community of learners. We are here to learn, grow, and become respectful, responsible and resourceful citizens.

KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Strengthen Instructional Practices for English Learners in All Classrooms

Key Measures

- % of teachers trained in EL strategies(Wida, etc)
- Classroom walkthrough data showing implementation
- Teacher surveys on preparedness to teach ELs.
- Lesson plan review that include language objective

Intended Outcome(s)

- Increased use of evidence-based EL instructional strategies (e.g. SIOP, scaffolding, use of language
- Improved teacher confidence and capacity to support ELs in content instruction.
- Higher EL engagement and participation in classroom learning activities.

Objective

Implement targeted, evidence-based instructional strategies to support English Learners in acquiring academic language proficiency.

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Mission

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Use ACCESS and WIDA Data to Guide Language Development Support

Key Measures

- % of ELs meeting annual growth targets on ACCESS
 - Number of instructional plans based on WIDA
- Frequency and quality of data review meetings
 - Student progress reports aligned with WIDA

Intended Outcome(s)

- More accurate and targeted instruction aligned to EL students’ language proficiency levels.
 - Reduction in the number of long-term ELs (LTEs).
- ncreased EL growth in all four language domains (listening, speaking, reading, writing).

Objective

Implement targeted, evidence-based instructional strategies to support English Learners in acquiring academic language proficiency.

Vision

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Mission

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Engage EL Families and Support Multilingual Communication

Key Measures

- % of EL family engagement events hosted annually
 - interpreters during school functions and meetings.
- % of communication sent in families' home language
 - EL parent participation IEP/504 meetings,workshops

Intended Outcome(s)

- Strengthened partnerships between school and EL families.
 - mproved communication and trust between school staff and multilingual families.
- Increased EL family participation in school events and decision-making.

Objective

Implement targeted, evidence-based instructional strategies to support English Learners in acquiring academic language proficiency.

Vision

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Mission

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide Technology Tools and Academic Supports for EL Students

Key Measures

- Number/% of EL using technology tools for develop
 - Access to bilingual digital resources or translati
- Usage reports showing engagement with digital tool
 - EL participation in academic support programs

Intended Outcome(s)

- Increased EL access to personalized learning and language development tools.
 - More equitable learning environments that address EL needs.
- Improved EL academic performance through digital support and scaffolding.

Objective

Implement targeted, evidence-based instructional strategies to support English Learners in acquiring academic language proficiency.

Vision

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KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources: \$10283.79

Source of Funding: Title I Funds, Title I Funds

Other

Critical Initiative

Provide Ongoing Professional Development in Digital Learning Integration

Key Measures

- % of teachers participating in digital learning PD
- Observation data showing use of digital tools
- Teacher self-assessment growth (pre/post PD).
- Number of teacher-created lessons using technology

Intended Outcome(s)

- Teachers develop confidence and competence in integrating digital tools aligned to standards.
- Increased teacher usage of technology-enhanced instructional practices.
- Teachers apply digital strategies that promote creativity, collaboration, and student agency.

Objective

Empower students to use digital tools to create meaningful, standards-aligned products that demonstrate critical thinking, creativity, and real-world

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KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources: \$2040.00

Source of Funding: Title I Funds

Other

Critical Initiative

Provide Students with Access to Digital Tools and Resources

Key Measures

- student/device & % of student home internet
- Student survey results on access to and usefulness
- Usage data of learning platforms (google, canvas)
- % of students using digital tools for standards

Intended Outcome(s)

- All students have equitable access to devices, internet, and instructional technology.
- Increased student engagement and ownership of learning through technology.
- Students consistently use digital tools to demonstrate learning.

Objective

Empower students to use digital tools to create meaningful, standards-aligned products that demonstrate critical thinking, creativity, and real-world

Vision

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KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Integrate Digital Learning into Core Instruction to Promote Student Agency

Key Measures

- Student digital projects meeting standards
- Surveys show student ownership and creativity
- Digital tool-based performance assessments
- Rubric scores for student digital work

Intended Outcome(s)

- Students actively engage in personalized, tech-enhanced learning experiences.
- Student agency is demonstrated through choice, voice, and ownership in digital projects.
- Students create original digital products aligned to grade-level standards.

Objective

Empower students to use digital tools to create meaningful, standards-aligned products that demonstrate critical thinking, creativity, and real-world

Vision

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KDS DAR High ACIP Plan 2025-2026

Kate Duncan Smith DAR High School

Mission

Provide opportunities for educational and personal growth while emphasizing patriotism, citizenship and legacy of DAR.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Monitor Digital Learning Implementation and Impact

Key Measures

- Frequency of digital learning checks
- Data linking tools to performance
- Reports on tool use and effectiveness
- PD/curriculum changes from tech data

Intended Outcome(s)

- School leaders and teachers evaluate and improve digital learning practices.
- Increased alignment between digital tool usage and student achievement.
- Data informs decisions about PD, resources, and instructional shifts.

Objective

Empower students to use digital tools to create meaningful, standards-aligned products that demonstrate critical thinking, creativity, and real-world

Vision

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