

## 2019-2020 Title I Schoolwide Diagnostic for ACIP \_09132019\_10:49

2019-2020 Title I Schoolwide Diagnostic for ACIP

**Douglas Middle School**  
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## 2019-2020 Title I Schoolwide Diagnostic for ACIP

### 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.*

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

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

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

Teachers were given student test results from the ALSDE in September, 2019. Once data was received, student data folders were updated by the administration and classroom teachers. Student data folders include Scantron Reading, Math, and Science , results, and STAR Reading and Math Pathway to proficiency results. In September 2019, the school Leadership Team met to discuss CIP strategy results. The school budget committee also met to discuss school needs for the upcoming school year and with the help of a school pilot, students will focus in skills improvement using iReady which is a skills based online curriculum targeting student weaknesses. In May of 2019, faculty members were given Scantron Results, STAR Reading & Math Diagnostic results along with Class Profile Sheets for intervention students. Throughout the year, teachers will meet monthly with grade levels to disaggregate new data and determine strengths and weaknesses. A PowerPoint presentation with data results is prepared for discussion at the yearly Title I and Parent Open House Night. Parent Open House will be held in the month of September 2019. Data, along with parent surveys, is presented at the Title I and Parent Open House Meeting, and an open forum discussion is used. School improvement data is analyzed. Local school data is used for continuous assessment throughout the school year at monthly data and meetings.

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

According to the Comprehensive Needs Assessment, Douglas Middle School needs to continue to emphasize reading across the curriculum. With the implementation of College and Career Ready Standards and Common Core, reading skills are critical to college or workplace goals for all students. Douglas Middle School needs to continue to reach out to parents and community members with any and all information regarding services and activities that are available for families as well as students. 2018/2019 student attendance averaged 96.55% which is more than the 2017-2018 average daily attendance and more than the desired 95%. 2018/2019 top discipline issues were: 276 total incidences. Disruptions on the bus and local cell phone incidences top the list. Sixth grade had a total of 81 infractions, 7th grade had 89 infractions, and 8th grade had 106 infractions. Of the total discipline infractions, 67% of referrals were boys.

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

1. All reading areas need to be directed to meeting the standards of CCRS (College or Career Ready Standards). 2. Math scores need to improve in all three grades. 3. Douglas Middle School needs to continue to inform parents and community members of all services that are offered at the school and through the Marshall County Board of Education. 4. Douglas Middle School needs to find positive ways to encourage students to be in attendance at school which will help with the schools' Priority Statement of Student Achievement. 5. Douglas Middle School needs to find positive ways to improve school culture by having students obey school rules, conduct themselves on the school bus and to be respectful to teachers.

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

The conclusion is that although we achieved reading and math growth, all grades and subgroups need to focus on reading and math proficiency. We need to develop ways during enrichment times to enhance foundational reading and math skills. Our EL population is struggling in the same areas as well. Although our overall discipline improved, boys claimed the majority of referrals. Therefore, we will also place emphasis on building school culture.

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

After analyzing the test scores and needs assessment, the leadership team developed a plan to prioritize our immediate needs which is reading and math proficiency along with school culture. Our school will be utilizing Edgenuity Pathblazer/MyPath, and iReady to help with the academic improvement. These programs provide scaffolded instruction in order to build foundation skills as well as increase rigor to ensure growth in reading and math. Special Education students will have access to Lexia Reading which is a comprehensive technology-based literacy program to accelerate learning for students who struggle.

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

Douglas Middle School has used STAR Reading and Math Diagnostics, Scantron Global Scholar Performance Series - Reading, Math & Science Diagnostics, iReady, and classroom formative assessments to determine academic needs for all students. Edgenuity MyPath/Pathblazer, iReady and Lexia programs will be used to help differentiate classroom instruction. This assessment data is compared to determine specific deficiencies in reading and math as related to the school's Continuous Improvement Plan. Alternate Behavior Educator (ABE), student surveys, discipline reports, KUDER, and attendance profiles will be used to analyze improvement in culture.

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

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

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

1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Strategy 1 is to create a positive school culture by providing opportunities for students to learn and function in diverse cultures. Implementing this strategy will include providing ongoing cultural

learning opportunities and celebrating cultural diversity. Strategy 2 is to provide professional learning through meaningful professional development learning opportunities. Implementing this strategy will include investing funding to supply teachers with professional learning experiences and requiring teacher turnaround collaboration. Strategy 3 is focused on improving student achievement by creating and educating students on personal data to achieve personal goals. Implementing this strategy will include encouraging parents and students to take ownership of personal learning and rewarding positive learning achievement. Strategy 4 is promoting digital citizenship by promoting and educating responsible use of technology platforms. Implementing this strategy is developing positive 21st Century skills for students to be productive citizens and offering various technology opportunities to develop critical thinking.

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

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

Douglas Middle School utilizes peer tutoring during classes, ABE behavior Management System, Career Fairs, Work Force Exposure, Teacher/student mentoring program for enrichment periods, and a teacher buddy system in addition to an intensive school based counseling program that is designed to meet needs beyond the classroom.\* peer tutoring during classes - Teachers utilize the help of peer tutors to reinforce student learning.\* ABE (Alternate Behavior Educator) - ABE is used to combat habitual negative behaviors.\* 7th grade students will have the opportunity to participate in a career fair.\* 8th grade students will be offered to envision the World of Work.\*Teacher / Student mentoring program.\*Students will participate in field trips to enhance academic learning.\*AP preparatory classes. \*Problem Solving Team (PST) tiered intervention to address students' academic needs. The PST team identifies students' in need of intervention and determines special education referrals. \*Online course work availability through Edgenuity and ACCESS.

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**.

The school offers after school tutoring services from October through April and a five week summer enrichment program as an extension of academics. Douglas Middle School is fortunate to be a part of an awarded 21st Century Community Learning Center Grant this year. The grant will last for a period of three years. Needs beyond the 21st CCLC Grant will be paid for with a portion of Title Funds and sustainability from a Douglas Enrichment Academy fund. Additionally, the students have access to Edgenuity MyPath / Pathblazer, Capstone Interactive, Abodo Interactive, Lexia, Google Classroom, and digital textbooks beyond the regular school day.

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

Strategy 1: Promoting critical thinking skills. Douglas Middle School will promote, support, and continue to fund the use of Technology based instructional strategies designed to improve student learning for all. The desire is that an increased level of classroom instruction be delivered by teachers in technology-rich learning environments. Strategy 2: Strategic Teaching. Teachers will continue to plan and implement best practices in all content areas which include, but are not limited to, Southern Regional Educational Board Literacy lessons, graphic organizers, and writing portfolios. Teachers will participate in professional development from the Regional Educational Board to ensure that all lessons are rigorous and have a balance between reading and writing. Best practice teaching strategies will include, but not be limited to the use of manipulatives, models, and Personal Math Trainer. Additionally, Edgenuity My Path/Trailblazer, Lexia, and iReady will be used during enrichment times to differentiate instruction. The inclusion of iReady digital learning will provide teachers with immediate data to inform teacher instruction. All digital learning programs encompass general education students, special education students, and EL students.

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

The school provides a progress report the fifth week of the nine weeks and a report card at the end of every nine week grading period. State assessment results will be sent home with the first nine-week report card. Periodic benchmark screening reports in reading and math will be sent home as well. Additionally, parents have the opportunity to meet with educators and translators at scheduled parent conferences and the annual Title I meeting. The parents are informed of this information via the Title I parent meeting, school webpage, School Messenger call out system, Migrant and ESL parent meeting, and printed letters. All of this information is communicated in a language they can understand. The Marshall County School System employs interpreters at all of the campuses in order to bridge any communication gaps. All school meetings will have interpreters present.

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

The teacher turnover rate for this school year is thirty percent. Douglas Middle School begins the 2019/2020 school with a veteran school principal with 18 years of school leadership. The assistant principal in a highly qualified teacher with 13 years of classroom experience and 4 years of administration experience. Douglas Middle School will have a 1st year teacher in 8th grade math, a 1st year teacher for 8th grade World History, a 1st year Technology teacher for all grades, a 1st year Health teacher, and 3 - 1st year Special Education teachers. With this challenge comes the need to have teacher mentors for each of the new personnel. The teacher mentorship will be in accordance with the plans to establish teacher mentors put forth by the Marshall County Board of Education.

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

57% of certified teachers have a master's or higher degree in education. 64% of certified teachers have 10 years or more of teaching experience. Douglas Middle School teachers have an average of 14.01 years of teaching experience. Special Education teachers have an average of 1 year of teaching experience. Math teachers have an average of 6 years of teaching experience. Language Arts teachers have an average of 15.5 years of teaching experience.

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

Douglas Middle School did receive new leadership for this school year. The principal will be new to Douglas Middle School but brings with him 18 years of school leadership and 22 years of total education experience. Douglas Middle School has 8 teachers that have turned over for the beginning of the 2019/2020 school year. One of our new hires is a transfer teacher with 14 years



experience transferring within the school. When new teachers or replacement teachers are needed, the administration reviews applications and decide which teachers can provide the needs of Douglas Middle School. Administration follows the guidelines established by the State Department and Teach in Alabama. Administration also seeks information on quality teachers from school system administration. Marshall County Schools recruits new highly qualified educators each year at Recruitment of Educator days at various Teacher Educator Programs across the state of Alabama. New teachers are included in content area/department meetings, grade-level meetings, and school-wide committees. New teachers are evaluated through Educate Alabama by district administrators. A new observation tool will be available through Advanc-ed and eprove. Marshall County has initiated a new teacher mentoring program where new hires are partnered with an experienced co-worker to make the transition to teaching.

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

Data is evaluated and goals are established at the beginning of each school year. The following trainings are made available to Douglas Middle School staff: \* ALSDE Mega Conference\* Chalkable Training\* Powerschool Training\* CLAS - Council for Leaders in Alabama Schools\* ALET - Alabama Leaders in Education Technology\* ACEA - Alabama Community Education Association\* ALACN - Alabama Afterschool Community Network\* AAMU/UAH Regional Inservice Center Governing Board\* SREB - Southern Regional Education Board\* 21st Century Community Learning Center Grantee Training Each school completes the Alabama State Department of Education's Continuous Improvement Plan which identifies the professional development needs of its staff. Also, CIP Walkthrough reviews generate lists of continuing needs. The Regional in-service administers surveys and shares the results with the LEA. In addition, the LEA administers a survey completed by instructional staff as well as other stakeholders. The Educate Alabama Professional Learning Plan profiles are used to generate a list of the learning needs as well as the Alabama Technology Plan: Transform 2020 survey which is administered to all certified teaching staff. The results from this data are used in planning for professional learning activities and district wide initiatives. A District Leadership Team collects all data in order to determine the needs of all staff in Marshall County Schools. Professional learning activities are provided to all teachers, administrators and other appropriate support staff. Title I, Title II, Title III, Title VI, and other funding sources are used to provide professional learning opportunities at both the school level and district level. Marshall County Schools creates a Title I District Initiative for Professional Development. Our school has access to all Professional Development offered at the district level. CLAS is used for much of district wide Professional Development for administrators and school leadership teams. Professional development for specific content areas, assessment updates, response to intervention and instruction, and special population needs are provided on individual school needs. Substitutes for teachers to attend professional development opportunities are provided through Title I funds. All administrators, teachers, and paraprofessionals are included in this on-going professional development.

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

\* ALSDE Mega Conference - Summer Professional Learning for all\* Chalkable Training\* Powerschool\* CLAS - Council for Leaders in Alabama Schools\* ALET - Alabama Leaders in Education Technology\* ACEA - Alabama Community Education Association\* ALACN - Alabama Afterschool Community Network\* AAMU/UAH Regional Inservice Center Governing Board\* SREB - Southern Regional Education Board\* 21st Century Community Learning Center Grantee Training

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



Douglas Middle School Professional Development funding for the Douglas Middle School and the Marshall County Board of Education formal teacher mentoring program administered by the County Professional Development Coordinator, local administration, and teachers as leaders is being supported through the Alabama State Department of Education. The programs supports teacher mentors through a stipend each semester. Select teachers at Douglas Middle School continue to support and assist new teachers. The ultimate goal for our program is to improve teaching practices, classroom management, and provide needed support. Non-tenured teachers receive help at monthly scheduled data meetings by content areas and grade level. Additionally, time is allowed for new teachers to observe other teachers. New teachers have a summer training program before the start of the school year. Teachers who are assigned intervention classes receive training on remediation programs that are used by the school and system. Classroom management and discipline, effective instructional methods and strategies and training on Positive Behavior Support system is also made available to new teachers. 21st Century Community Learning Center Training is available to the Site Director for After School learning opportunities.

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

\* A percentage of Douglas Middle School Title I monies are allocated for staff professional development opportunities.\* The school administration provides weekly and monthly trainings for all content areas. These trainings coincide with local, state, and federal mandates.\* Teachers participate in professional development offered by the governing leadership.\* Leadership team attends MEGA Conference and trains other teachers at the school level either by content or grade levels.\* Marshall County Schools provide a student early release day on Wednesday's so that teachers have the opportunity to meet weekly during the school 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.

Douglas Middle School MOVE-UP DAY -Goal: All 5th and 8th grade students will participate in Douglas Middle School's MOVE-UP DAY.Objective: Teachers and guidance counselors from Douglas Elementary School, Douglas Middle School, and Douglas High School will collaborate to organize a day for 5th and 8th grade students to MOVE-UP to their upcoming school. This event takes place in the spring of each school year. The development and implementation of the move-up date will help 5th grade students transition from elementary school to middle school. The move-up day will also help 8th graders transition from middle school to high school. Teachers at each school participate in the MOVE-UP experience for students.

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

**(N/A for Elementary Schools)**

Teachers and faculty members share the responsibility of student career development and guidance and adult train-ability or employ-ability that have been identified in the Carl D. Perkins Act of 2006. We promote the development of activities and services which integrate academic and career and technical instruction in order to prepare students for high-skill high- wage occupations. 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. ESL students have a variety of resources available to them. Title III ensures that English Learners (EL) students, including immigrant children and youth, develop English proficiency and meets the same academic content and academic achievement standards that other children are expected to meet. Schools use these funds to implement language instruction educational programs designed to help ESL 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 ESL students.

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

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

Administration and staff evaluate all student assessment data (Star Reading & Math Diagnostics, ACAP Reading & Math, iReady and classroom assessments to monitor progress toward school established goals. Students are allowed to transition from Intervention classes to Regular classes based on assessment data. All data is compared to make sure that an accurate assessment of student abilities is evident. Positive Behavior is modeled by teachers and staff. Student positive behavior is rewarded using school incentives that are made available through school fundraisers and donations. Parent contact logs are kept by all teachers and turned in to the administration on a monthly basis. Teacher lesson plans are submitted to administration on a weekly basis. The school leadership team dis-aggregates all available data at the end of the school year and over the course of the summer. Data is again dis-aggregated during monthly content and grade level meetings. Teachers evaluate classroom data on a weekly basis. For the 2019/2020 school year, the school will use data from the state assessment ACAP, Renaissance Learning STAR Reading & Math diagnostics, iReady, and classroom assessments to help teachers determine student progress and guide classroom instruction.

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

Benchmark tests in Reading and Math are used to guide teacher instruction and student progress. Benchmarks by iReady Curriculum Associates are given 3 times per school year. STAR Reading & Math Diagnostics are given 3 times per school to all students with the exception of Tier III. Tier III students are tested on a monthly cycle to determine student progress toward school-wide established goals. Determination of student achievement is evident by charting student

improvement in reading and math. Douglas Middle School's academic goal for ALL students to to show growth over the course of the school year.

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

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

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

NOTE: Not all schools receive all of the funding sources mentioned.

1. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The following programs are consolidated/coordinated into the school wide program and help to achieve school wide goals: Douglas Schools Enrichment Academy Funding After-school Tutoring Sloman Primary School, Douglas Elementary School, and Douglas Middle Schools set aside portions of Title I funding to provide after school services for students in grades K-8. 21st Century Community Learning Center Summer Academy - seeking funding. Douglas Middle School is part of a campus wide initiative that constantly seeks funding to help provide after school and summer offerings for its students. The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies:-Cooperatively working together in ensuring that all plans, goals, objectives, are communicated to all staff that is responsible for programs, and fiscal responsibility that ensures compliance with state and federal regulations.- Coordination of appropriate services with Homeless in order to provide resources to families who are by definition homeless. Services include materials, supplies, health care and tutoring if needed.-Coordination of appropriate services with English as Second Language by providing staff to translate forms and materials, 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 Marshall County Special Needs Program. Marshall County School System provides Preschool Special Needs Services and Speech Language services to Marshall County students that attend Head Start and qualify for special education.-Coordination of services with Marshall County Child Nutrition Program to provide nutritional food service to the children of Marshall County.-Coordination of services with Marshall County Special Education in order to meet the needs of all Marshall County Students by providing vision, hearing, speech and academic assessment screening and testing to students referred to Special Education and by providing services to all students who qualify.-Coordination of services with the Marshall County Schools Migrant Program by providing additional services to families who meet the definition of "Migrant". Services provided are supplemental education, medical, academic assistance, clothing, referral to appropriate agencies.-Coordination of services with the Marshall County Schools At-Risk program by providing referrals for children who need alternative education.-Coordination with Title II Professional Learning Program to assist with staff training and with other technology based programs.-Coordination with the district technology Director and other technology specialist to ensure that technology is integrated across the curriculum.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs,

nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

Child Nutrition Program supports all students who are Free/Reduced lunch status. Marshall County Sheriff's Department provides Anti-drug campaigns and the Simulated Impaired Driving Experience (SIDNE®) for students beyond school hours and during Summer Academy. Douglas Middle School celebrates Red Ribbon Week that teaches students to be Drug Free. Adult Education classes are recommended to parents at the school level.

## 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**

 [1920 Leadership Team Signatures](#)

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% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

-During September, 2019, Douglas Middle School, will conduct its annual Title 1 Parent Meeting to discuss the status of our school and for parents to meet their child's teacher. Parents will learn what it's like to be a Title I school and also learn about the many services that are available for them and their students. -The 1% set-aside will be used to pay for any costs accrued from activities that prompt parental involvement. Funds will also be used to cover costs associated with the publication of the school newsletter and funding to encourage parents to attend the annual Title I Parent Meeting.-Douglas Middle School invests the 1% set-aside to maintain a parent library through the school website.

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.

All aggregate data concerning state and federal results for Douglas Middle School will be discussed at our annual Title 1 Parent Meeting held in September of 2019 and again in October, 2019. At this time, all Title I programs and services will be presented by the school administration. Any suggestions or questions will be taken at this time. An interpreter will be available at this meeting for any non-speaking or partial-speaking individuals. All information to be distributed to parents throughout the 2019/2020 academic year will be translated into Spanish. Both English and Spanish information will be available to any parent at any time. Upon conclusion of our meeting, parents will be allowed to visit teachers' classrooms to discuss individual class rules, regulations, Title I programs, as well as student assessments that are used.

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

Douglas Middle School will utilize a digital student-parent-school compact that is designed for the 2019/2020 academic school year as well as a hard copy on file in all fourth period teacher classrooms. This compact allows for the student, parent, and school to have a uniform voice in this organization. Douglas Middle School provides parents of participating children timely information through the use of letters sent home to parents and guardians and at requested parent-teacher conferences, use of the School Messenger communication system, Twitter, school webpage, Facebook, and school bulletin board. In these forms of communication, parents are informed of Title I programs and opportunities for their child to participate. Parents are notified of the school's intent to refer their child for remediation services throughout the school year in correlation with PST meetings. This information is sent home after data review of students' performance on state assessments and other school benchmark assessments. A summer registration is scheduled to offer parents flexible time to attend. Parents who are unable to meet at this time are offered the opportunity to schedule a meeting at a different time. Parents are informed of school policies and fees. Students are able to pick up schedules and meet their teachers. Summer registration is planned to meet the needs of the schedules of parents and students. Douglas Middle School also provides an annual Open House during September. At this time, parents and community members are informed of Scantron Performance Series Diagnostic results, which was the 2018/2019 standardized assessment used by the Alabama State Department of Education. The state assessment results are presented along with Title I programs, curriculum, and other forms of academic assessment. Parents learn about the subjects taught: reading, math, language, science, social studies, physical education, art, music, computer keyboarding, Edgenuity Online Learning, and study skills. Parents are informed as to how to schedule parent teacher conferences and are encouraged to become active in the decisions related to their child's education. A copy of the



Parent and Family Engagement Plan is available in the administrative offices and the school library. An interpreter is provided at the meeting to communicate with parents in their home language. School documents are also provided to parents in their home language. At the conclusion of the Open House, parents are invited to visit their child's classrooms and talk to their teachers. Individual teachers will provide additional classroom information regarding content area, classroom rules and how students are individually assessed. Meetings and activities will be scheduled at different times of the year and day to allow all parents access. A Title 1 meeting and open house as well as a special Parent Engagement Meetings will be held to discuss the current Title I Plan. The Title I Parent and Family Engagement Plan is posted on the school website under the Parent Tab. Multiple parents will serve on the Title One Committee. Parents are encouraged to provide feedback on the plan.

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

Parental Involvement funds are being used to provide services to all parents. Douglas Middle School utilizes its' Title I funds to keep a Parent Involvement Library up to date and active on the school website. Douglas Middle School has also purchased Parent Tips, Student Tips, and Parent Newsletters in dual language format. These items are sent home with every progress report, report card, and posted on the school website under the Parent tab.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Douglas Middle School provides parents of participating children timely information through the use of letters sent home to parents and guardians and at requested parent-teacher conferences, use of the School Messenger communication system, Twitter, school webpage, Facebook, and school bulletin board. In these forms of communication, parents are informed of Title I programs and opportunities for their child to participate. Parents are notified of the school's intent to refer their child for remediation services throughout the school year in correlation with PST meetings. This information is sent home after data review of students' performance on state assessments and other school benchmark assessments. A summer registration is scheduled to offer parents flexible time to attend. Parents who are unable to meet at this time are offered the opportunity to schedule a meeting at a different time. Parents are informed of school policies and fees. Students are able to pick up schedules and meet their teachers. Summer registration is planned to meet the needs of the schedules of parents and students. Douglas Middle School also provides an annual Open House during September. At this time, parents and community members are informed of Scantron Performance Series Diagnostic results, which was the 2018/2019 standardized assessment used by the Alabama State Department of Education. The state assessment results are presented along with Title I programs, curriculum, and other forms of academic assessment. Parents learn about the subjects taught: reading, math, language, science, social studies, physical education, art, music, computer keyboarding, Edgenuity and study skills. Parents are informed as to how to schedule parent teacher conferences and are encouraged to become active in the decisions related to their child's education. A copy of the Parent and Family Engagement Plan is available in the administrative offices, school website, and the school library. An interpreter is provided at the meeting to communicate with parents in their home language. School documents are also provided to parents in their home language. At the conclusion of the Open House, parents are invited to visit their child's classrooms and talk to their teachers. Individual teachers will provide additional classroom information regarding content area, classroom rules and how students are individually assessed. Periodic teacher/student review of academics are held with the student. Students are aware of the expectations for their learning and parents are asked to sign student diagnostic



reports. Student data folders are kept by grade level and all grade level teachers have access to student academic data. Douglas Middle School provides all parent information in dual-language format. A translator is located on campus that provides assistance to parents who need help understanding any information that is transmitted parents. The translator is also available for parent conferences and telephone conversations. Assessment data will be provided to parents in the following ways: emails, home reports, phone calls, parent-teacher conferences, and access to the State Department of Education website.

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))

Douglas Middle School jointly develops the School-Parent Compact by:-Making the LEA Title I Plan which includes the Parental Involvement Plan available to parents and the local community. The LEA Title I Plan is made available to parents in the following venues:-System Website-Local Schools-Central Office-Notify parents at an annual meeting, on the website, and in this system-wide document that they can make comments if they disagree with any aspect or component of the LEA Title I Plan, School-wide Title I Plan, which includes School Parent and Family Engagement Plans and the LEA Parent and Family Engagement Plan. Parents are notified at the annual Title I meeting that the Needs/Evaluation Survey is an excellent opportunity to make confidential comments and suggestions for program improvement. A comment section is provided for narrative response.-Address parent needs with the assistance of principals, counselors, and teachers. The Marshall County Schools System and Douglas Middle School will:-Involve parents in the development of the LEA Title I Plan by putting parents as members of the System-Wide Advisory Council and an integral part in the development of the LEA Title I Plan which includes the Parental Engagement Plan.-Administer a Parent Needs/Evaluation survey in the fall of each year seeking input about the effectiveness of the overall programs and parental engagement plans.-Information compiled is used along with other data in the comprehensive needs assessment to determine the overall effectiveness of system programs and the parental engagement plan.-Provide a comment section and opportunities for narrative response.-Include parents on the Parent Engagement Plan that is specific to Douglas Middle School students and parents.-A copy of the Parent Engagement Plan section of Douglas Middle School's Continuous Improvement Plan is available via the school's website to all parents. Additionally, a hard copy is sent home with the students' progress report with a comments and notes' section. Parents are always encouraged to provide feedback to Douglas Middle School Administration and Staff. Douglas Middle School developed a Student-Parent-School Compact form in coordination with the Marshall County School District. The document outlines how parents, the school staff, and students will share the responsibility for improved student academic success. This compact serves to build a partnership to aid students' in their pursuit of the state's high standards of achievement. The compact also serves as a reminder of the continued importance of communication between stakeholders throughout the year. The compact is available in both English and Spanish.

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

Parents/guardians are invited to attend the Annual Title I Meeting, Open House, Parent/Teacher Conferences at any time concerning the Douglas Middle School's development of the Continuous Improvement Plan. All changes and suggestions by parents are completely evaluated and welcomed as the faculty and staff strive to meet the needs of all students. Comments may be made to the school, the Marshall County Board of Education, or the State Board of Education. Any comments or suggestions can be made to the principal or any staff member. These comments or suggestions may be done in writing or by phone. 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. The school district and Douglas Middle School will, with the assistance of its Title I, Part A, will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph: The State's academic content standards; The State's student academic achievement standards; The State and local academic assessments including alternate assessments; The requirements of Part A; How to monitor their child's progress, and How to work with educators will be a focus for Douglas Middle School. The Marshall County Schools System in coordination with school administration will conduct in-service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments, and Title I requirements. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. 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. All parent education opportunities are provided in collaboration with federal programs, local schools, and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, school websites, radio, Twitter, and flyers.

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: \* Shall 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. \* Will provide parents various opportunities to learn about child development and child rearing through the provision of in-service programs and distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of their child, beginning at birth. These programs will also explain strategies, which parents can utilize to assist the healthy physical, intellectual, and emotional development of their child. Various agencies and resources in the community will be utilized to assist the child's success in school. \* Promote family literacy and parenting skills through parent resources provided at local schools. This will ensure opportunities for parents to learn about child development and child-rearing issues. \* Promote family training classes to help parents become full partners in the education their child. \* OSR Preschool, Marshall County Home Visitation Program, and Title I Preschool provides a minimum of 18 hours of family enrichment workshops by offering parenting classes, special presentations, and parent-teacher sessions. These workshops/programs will be offered monthly with special presentations planned as to needs identified of the particular group. \* The Marshall County School System Migrant Home Liaison provides home-based preschool program that includes parental involvement strategies planned according to individual need. \* The

EL, Migrant, Homeless Director, After School Enrichment Team Leaders, Professional Development and Federal Programs Supervisors work collaboratively to coordinate all parent involvement activities. In addition, all local schools have parent involvement committees responsible for planning additional activities. Douglas Middle School believes that parenting skills are to be promoted and supported. With the help of central office personnel, parents and guardians will be trained to enhance the home environment to increase student achievement. Our objectives are to provide opportunities to learn about school programs and policies, to identify parenting skills needed, and provide training opportunities. Douglas Middle School distributes a Needs Assessment survey twice a year. In addition to a Needs Assessment, parents are encouraged to complete Title I Surveys to help meet parents concerns. The input of parents is evaluated and welcomed with student success a top priority. Douglas Middle School is open to parent conferences at parent convenience. Parents are encouraged to attend the Open House, Title I Information Night, Awards Day and Move-Up Day. Douglas Middle School also believes that parents working with educators will greatly increase student academic success. Douglas Middle School welcomes all parents and/or guardians to join in the education of every child.

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.

The school district and Douglas Middle School will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph: The State's academic content standards; The State's student academic achievement standards; The State and local academic assessments including alternate assessments; The requirements of Part A; How to monitor their child's progress, and How to work with educators. The Marshall County Schools System in coordination with school administration will conduct in-service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments, and Title I requirements. Additional activities to promote improved parental partnerships among the school, include: \* Provide assistance in-service to parents to develop tutoring skills for monitoring homework and other assignments; \* Assist parents in interpreting assessment results prior to and after testing; \* Provide parents/teachers with information that render conferences that are more meaningful; \* Encourage parents to schedule periodic parent teacher conferences. Marshall County Schools will, with the assistance of its 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, by: 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. All parent education opportunities are provided in collaboration with federal programs, local schools, and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers.

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.

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the schooldistrict or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following:-The State's academic content standards;-The State's student academic achievement standards;-The State and local academic assessments including alternate assessments;-The requirements of Part A;-How to monitor their child's progress, and-How to work with educators.B. Marshall County Schools will, with the assistance of its 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, by:-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.-All parent education opportunities are provided in collaboration with federal programs, local schools, and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, Twitter, and flyers.C. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:-Will provide teachers with professional learning activities on how to conduct a parent-teacher conference.-Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members.-Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families.-Will utilize newsletters, websites, and forms of social media to communicate with families.

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

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

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

\* Douglas Middle School will provide parents various opportunities to learn about child development and child rearing through the provision of in-service programs and distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of their child, beginning at birth. These programs will also explain strategies, which parents can utilize to assist the healthy physical, intellectual, and emotional development of their child. Various agencies and resources in the community will be utilized to assist the child's

success in school.\* Douglas Middle School will promote family literacy and parenting skills through parent resources provided at local schools. This will ensure opportunities for parents to learn about child development and child-rearing issues.\* Douglas Middle School will promote family training classes to help parents become full partners in the education their child.\* Douglas Middle School will keep parents aware of the following services that are offered through the school or district levels:OSR Preschool, Marshall County Home Visitation Program, and Title I Preschool provides a minimum of 18 hours of family enrichmentworkshops by offering parenting classes, special presentations, and parent-teacher sessions. These workshops/programs will be offeredmonthly with special presentations planned as to needs identified of the particular group.\* The Marshall County School System Migrant Home Liaison provides home-based preschool program that includes parental involvementstrategies planned according to individual need.\* The EL, Migrant, Homeless Director, Twenty First Century Team Leaders, Professional Development and Federal Programs Supervisorswork collaboratively to coordinate all parent involvement activities. In addition, all local schools have parent involvement committeesresponsible for planning additional activities.

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.

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the schooldistrict or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following:\* The State's academic content standards;\* The State's student academic achievement standards;\* The State and local academic assessments including alternate assessments;\* The requirements of Part A;\* How to monitor their child's progress, and-How to work with educators.

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))

Marshall County Schools and Douglas Middle School will take the following actions to ensure that information related to the school andparent-programs, meetings, and other activities, is sent to the parents of participating children in and understandable and uniform format,including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:\* Every effort will be made to communicate with parents in their primary language. Additionally, parents and community members who sharefamily's primary language may be utilized to better communicate and respond to the needs of these families.\* Additionally, we recognize the unique challenges of our EL families and hold an orientation specifically designed for their needs at eachschool.



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## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

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

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

### **ATTACHMENTS**

#### **Attachment Name**

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 [Douglas Middle School 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)
 1920 DMS Parents Right to Know - English and Spanish	1920 DMS Parents Right to Know - English and Spanish on school letterhead. Distributed to all students.	•
 1920 DMS School Parent Compact ENG & SP	1920 DMS School Parent Compact Eng & SP	•
 1920 DMS Title I Parent Night	1920 DMS Title I Parent Night	•
 1920 Leadership Team Signatures	This is a list of school leadership members dedicated to the vision established by Douglas Middle School. The school's vision is that all students will grow into productive members of society.	• 1
 Douglas Middle School Coordination of Resources		•
 Mid Year Review (Walkthrough) Garner		•
 Parent Involvement Meeting November 2019	Parent Involvement Meeting November 2019	•