



2021-2022 Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

Kate Duncan Smith DAR Middle School

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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.

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Each year the faculty and staff meet to elect members for all committees for the upcoming school year. The Instructional Leadership team is responsible for the development of the CIP. Since being reinstated as a Title 1 School in 2008, the team meets annually to compare the CIP to the most recent high stakes tests and other school-wide data. During August and September the CIP 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 is considered and a revised CIP is drafted which includes suggestions for school improvement strategies, professional development needs, and budget needs. Once completed, the CIP draft is reviewed by the faculty, staff, and parents and input is solicited and considered before finalizing the CIP. The CIP 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 needs assessment indicated an open partnership between home and school; parents often take advantage of our invitations to let us know what they need to help their children. The use of technological tools such as INOW, IXL, Google Classroom, Schoology, and Lexia are tools that parents are not sure how to utilize as a resources. For the 2021-2022 school year the greatest need was determined to be increasing intervention opportunities to help combat loss of instruction due to COVID as well as increasing the technology resources. We are going to spend money on technology resources to help teachers fill in learning gaps due to lack of instruction in the past 2 years.

3. What conclusions were drawn from the results?

KDS DAR Middle School has determined that we will continue to have goals that focus on reading, math, and EL strategies. We have developed goals to address concerns in the areas of stakeholder engagement, student engagement, and digital learning. With the purchase of more technology to assist teachers in the classroom, hopefully, we can engage more students during this digital learning era.

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 Middle 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. Due to the global pandemic lots of focus will be place on virtual learning hardware and software.

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 goals for digital learning, student engagement, and stakeholder engagement. 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 iReady diagnostics 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 at KDS DAR Middle School, including those identified as migrant, homeless, economically disadvantaged, special education, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, Special Education services, Striving Students services, and counseling services. Additionally, KDS DAR Middle School uses the Department of Human Resources, the local community mental health, and other community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, limited English proficient economically disadvantaged and special education students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student content and state student performance standards to which all students are held without being stigmatized or isolated. Teachers are provided timely copies of IDEA and/or Healthcare plans for students with significant health-care needs, 504 services, and IEPs for classroom implementation. These students are also monitored closely through various types of data to routinely

evaluate needs and develop appropriate accommodation plans. All curriculum areas have been aligned with Core Standards. Instructional materials and strategies are research-based. Continuous progress monitoring of formative and summative assessment data allows the teachers to adjust instructional practices. Services for children with limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children are provided in order to increase the program's effectiveness, eliminate duplications, and reduce fragmentation of the instructional program. The Core EL Program, Sheltered Instruction, is provided by the regular classroom teacher. Supplemental assistance is provided in English language acquisition by pull-out, in-class, tutoring, or through monitoring as needed by the EL teacher. Students participate in the regular education program and extracurricular Title I Schoolwide Diagnostic Kate Duncan Smith DAR Middle School activities as all students do without barriers. Additional supports are provided for these students through the Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Parents and children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the School-wide program in addition to special education services. Homeless children and youth receive services through the SW program. In addition, all Homeless children and youth are eligible for assistance through the district's Homeless Grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health-care, transportation, clothing, and personal items. Migrant students are provided services through Migrant funds. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day. During the summer, frequent home visits are made to support migrant students through tutoring, evaluation of well-being, and school preparedness. Marshall County Schools does not operate an Indian Education program or N or D program. The individual school advisory committees will specifically attempt to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above. Marshall County Schools will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an 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 share the family's primary language may be utilized to better communicate and respond to the needs of these families. We recognize the unique challenges of our ELL families and hold an orientation specifically designed for their needs at each school.

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.

KDS DAR Middle School strives to equip students with educational tools and strategies to become productive, prepared, patriotic members of society. In order to achieve that mission, we have many instructional strategies and methods in place to enhance our academic program. Those strategies include providing ongoing professional development opportunities and instructional support for digital learning, mathematics, and reading. DAR Middle is currently working with SREB to develop and refine the best math and literacy practices for our school. We have also partnered with Safe and Civil Schools at a district level to improve the culture and environment of the school. Multiple teachers have been and will be trained to use Laying the Foundations, ARI, AMSTI, and Technology in Motion strategies. Smaller class sizes yield to greater results. DAR Middle has employed an instructional paraprofessional for technology using \$36,000 of resources. This person works with students to incorporate 21st century technology skills. All 5th and 6th grade math and reading teachers are equipped with IXL, an interactive support system. A major goal for DAR Middle School is to equip students with technology devices in every classroom. We will purchase 8 interactive panels for teacher instruction. These devices will support other programs that we are using to measure student growth and achievement, such as iReady and other learning platforms. Student attendance is another important factor for student achievement. In order to increase parental opportunities about available instructional platforms, a positive school culture, and the importance of school attendance we will send out positive notes on postcards about the importance of attendance. Contact and communication with the parents will be sent to parents about their student's progress. Each year DAR Middle provides students with the opportunity to attend orientation. It allows students to become comfortable with their new schedule and parents to conference with the teachers.

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. 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, Securely, that alerts the administration and counselor if a student makes a self-harm statement or a threatening statement using a digital device. All 7th and 8th graders have the opportunities to take pre advanced placement courses in math and English. Each year 8th graders take a field trip to the Marshall County Career Technical School to tour the 8 program options. Students become familiar with these options and are allowed to start on that path in the 10th grade. 7th graders are also visit a local job fair each year so they also become familiar with various job opportunities. Students in grades 5th-8th take interest inventories and receive guidance about the results of those inventories through the counselor and career coach. Our Problem Solving Team is committed to the Response to Intervention process and identifying students and procedures to help those students who are in need of intervention. Students may be recommended to the Rtl model based on performance score on assessments as well as based on behavior. Special education teachers also serve on the Problem Solving Team in order to collaborate with the team on effective instruction and specific interventions for students with academic and behavioral concerns. We also have an EL committee that meets to discuss and monitor the status of our EL students. We monitor students that have a plan and students that have also received an exit score.

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

Edgenuity, iReady, Peer Helpers, myOn, Schoology, Schools PLP, AR, Virtual library of books, Lexia, Ascend Math, Google Classrooms, 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?

26 teachers 4 new teachers (15% turnover)-2 of the 4 are first year teachers 1 paraprofessional for technology classroom

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

Less than 1 year: 1 (4.8%) Teacher 1-3 years: 2 (9.5%) Teachers 4-10 years: 4 (19%) Teachers 11-20 years: 7 (33%) Teachers More than 20 years: 7 (33%) Teachers

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)?

The 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. Action steps will be created to help address these objectives. The faculty turnover rate at DAR Middle School is very low. We attribute this to and take pride in the fact that our school provides a patriotic atmosphere that promotes citizenship and community. We have smart boards in every

classroom and a laptop for each teacher; this year, we will purchase enough interactive boards to replace all SmartBoards (which are outdated). Along with the initiatives our district provides, we try to stay on the cutting edge of technology and offer current, up to date professional development. Our campus also offers some low priced housing for teachers and staff members. 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 assigned an experienced mentor to help them during the first years of teaching. New teachers are included in content-area / departmental meetings, grade-level meetings, and school-wide committees. New teachers are evaluated through Educate Alabama by district administrators. ARI support staff and ARI Reading Coaches work closely with our new teachers to ensure current teaching practices such as Strategic Teaching are communicated. AMSTI is offering Math and Science services to help teachers use to the standards with models while using best practices and engaging hands-on activities.

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

A District Leadership Team collects and examines all academic 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 based on the strengths and weaknesses identified in this data. Title I, Title II, Title III, Title VI, and other funding sources are used to provide professional learning activities at both the school level and district level as needed. Marshall County Schools creates a Title I District Initiative for Professional Development. Our school has access to all PD offered at the district level. Power School PD is used for much of this documentation for districtwide PD for specific content areas, assessment updates, response to intervention & instruction, and PD for special population needs. Virtual and in-person opportunities are available. When substitute teachers must be utilized for professional learning to occur, substitute needs are provided through Title I funds. All teachers, principals, 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.

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; Grade level meetings; Mentor/Mentee Meetings for new teachers, Reading intervention training sessions; strategic lesson plan training sessions; on-site ARI Training; 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; iReady Monitoring; AMSTI training, RTI/PST System and Local Trainings; 504-System and Local Trainings; EL trainings; Educate Alabama process; Safe an Civil School, ACAP trainings, Classroom Modeling lessons, Digital Platform Trainings, Google Level I trainings, Classroom Management Workshop, 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.

KDS DAR Middle School will conduct an informal mentoring program for new staff members at the middle school. The program will be implemented by the principal, literacy coach, guidance counselor, and lead teachers. The primary goal for our program is to improve teaching practice and to acculturate the new teachers to school operations, procedures, and philosophies. The program will provide ongoing support for the new staff members. Each new teacher is assigned a master teacher who is matched by subject area and grade where possible. The mentor will provide previous lesson plans, observe in the classrooms, and host the new teacher in observing in their classrooms. The mentor and mentee will meet on a weekly basis the first nine weeks of school and on a monthly basis thereafter to discuss issues and concerns. Additionally, several training sessions for new teachers will be held throughout the year to include new teacher orientation, classroom management and discipline, and effective instructional practices. The new teachers will

participate in data and grade level meetings at which time they will be trained in the philosophies that drive school culture.

12. Describe how all professional development is “sustained and ongoing.” Many strategies are employed to identify professional development. The school faculty plays a role in identifying professional development needs and the school administrators work with district-level administrators to ensure that all professional development is aligned. Professional development opportunities are designed to maximize time and expenditures. All professional development must be of high quality, and classroom-focused in order to have a lasting impact on the classroom instructions and teacher's performance in the classroom. Our school calendar includes an early release for students each Wednesday, as well as teacher workdays throughout the year. This schedule provides built in time for professional development for an hour weekly plus.

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.

Fourth Grade to Fifth Grade:-The guidance counselor surveys the upcoming 4th graders on their concerns about transition to middle school and uses the data to develop guidance classes to address the concerns. The classes are provided in April or May- 7th grade student leaders provide upcoming 4th graders a guided tour of the basic 5th grade schedule and other important aspects of middle school. The highlight of the tour includes participating in middle school break. The tour occurs in proximity to the guidance classes mentioned above.-Utilizing a PowerPoint presentation, a meeting is conducted in May for the parents of upcoming 4th grade students to present the student survey results and a synopsis of the activities in which the students have participated. Procedural differences from elementary to middle school are previewed and the parents are provided a tour of the facilities. The meeting also serves as a Q&A venue for the parents. -Throughout the school year 4th grade students are invited to attend a variety of middle school programs and functions as a way to positively expose them to the middle school culture. -At the beginning of the school year a Student-Parent Orientation is provided exclusively for incoming 5th graders and their parents. Eighth Grade to Ninth Grade:-Utilizing the web-based Kuder program, the guidance counselor facilitates an interest inventory with all 8th graders. -Utilizing the data from the interest inventory, the guidance counselor facilitates on-line career and college exploration tailored to individual student interests. -To assist students in the exploration of technical career opportunities, 8th grade students participate in a tour of the Marshall Technical School. -Utilizing a PowerPoint presentation, the guidance

counselor conducts small group (by homerooms) meetings for parents of 8th grade students. Topics covered include procedural and transitional differences from middle to high school, diplomas options, career and college planning, Q&A, and scheduling for individual conferences. EXPLORE test data is explained and shared. -In collaboration, the middle and high school guidance counselors provide large group guidance classes to assist students with setting long term and short-term goals related to their career choices. Diploma options and the correlating high school course offerings are reviewed and each student drafts Four-Year Plan. -The guidance counselor holds individual student-parent conferences to review a collection of each student's assessment data, report card grades, and teacher recommendations for the purpose of finalizing the Four-Year Plan. -Prior to the first day of school, the high school holds a student-parent meeting exclusively for the incoming 9th graders and their parents to orient them to the school. All students grades 5-8 are provided a variety of transition opportunities that will be offered throughout the year to increase academic and social success.

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 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. 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 Middle School 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. Data drives our decisions as a leadership team. The problem solving team will monitor and try various strategies with students that our furthest from achieving the standards. The leadership team to review the goals monthly.

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

KDS DAR Middle School 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 schoolwide program based on results. The plan is a living document and about the journey over 3 years.

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.

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.
- 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 an 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 another technology specialist to ensure that technology is integrated across the curriculum.-Coordination with the Marshall County Continuous Improvement Leadership Team to ensure that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents personally involved with early childhood development, vocational development, special needs and disabilities, and student welfare are instrumental in developing the local educational master plan for instruction. A similar grouping is instrumental in the development of each school's individual schoolwide plan.-Title I set-aside resources are used to supplement support for children with Limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth. Collaboration with home visitation, family literacy, and ELL staff ensures that duplication and fragmentation are eliminated. Special services are also provided through extended-day and extended-year programs.-Children with special needs receive supplemental assistance through Title I by removing any reasonable obstacles that inhibit full inclusion with Title I activities. This process is accomplished through consultation with non-Title I personnel best able to assess the needs of Title I children with special needs. Additional Title I support is made available through set-aside resources for eligible children when other means of support have been exhausted. Through collaboration with special needs programs, all buses have communication radios to ensure the safe transportation of students during extend-time activities.

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

KDS-DAR Middle School coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. All students are part of a grant to receive free lunch until December 2020. 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. We share informations with our parents about opportunities for their

younger children as well. 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

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))

The annual Title I meeting was held in September to inform parents of the school participation in Title I. Parents receive notification of the meeting through emails, phone calls, remind text, school marquee, 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. This year the meeting was offered through zoom, recorded, and available for view at anytime.

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

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

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

Parents have the opportunity to serve on our Leadership Team and attend meetings. Parents have the opportunity to give input and take part in decision making involving our Continuous Improvement Plan as well as provide feedback on the plan. Surveys and needs assessments are given often. Meeting notices are communicated with parents via Facebook and our BlackBoard messaging system.

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

Notecards were purchased stressing the importance of attendance at school. Paper and stamps were also purchased to send out information through mail outs. We believe that the mail options reach all students. The effort in these actions are to reach parents with good news and opportunities for involvement.

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

(Sec. 1116(c)(4)(A)(B)(C))

At an annual meeting, DAR Middle School parents attend an informational assembly in which Title I program information, the curriculum, and the types of academic assessments pertinent and specific to the academic success of a middle school child is presented. The school makes every effort to provide information on all meetings, reports, parent notices, etc., in both English and Spanish for parents of our EL students. A translator is available to come out and provide assistance to parents who need help understanding the paperwork or for communication purposes. Upon conclusion of the general parent assembly, break out sessions with 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 Middle School, under the guidance of the Marshall County Board of Education, provides annual school-parent compacts. The compacts developed by the school leadership team which consists of school staff, parents, and a community representative. All DAR Middle 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 Middle School's Continuous Improvement Plan (CIP) Committee reviews, evaluates, and revises the plan. The CIP committee includes two parents who are actively involved in the community and 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 Title I 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 Middle 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 Middle 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, 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 Middle 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 Middle School 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 Middle 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. The media specialists may invite parents or guardians to assist in the school book fair held in the fall and spring of the year.

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

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

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

DAR Middle School's goal is to inform and train parents/guardians in order to enhance the home environment and increase student achievement. 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.

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

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

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

DAR Middle School makes every effort to provide information on all school meetings, reports, parent notices, 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 Middle School makes every effort to accommodate parents with and without disabilities and special needs. DAR is a handicapped accessible campus. Teachers at DAR Middle 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, BlackBoard messaging, zoom, e-mail, and Remind text.

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

 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)
 21-22 DARM Leadership Team		.
 21-22 DARM Parent Compact		.
 21-22 DARM Parent Night		.
 21-22 DARM Parent Right to Know		.
 21-22 DARM PST Meeting Schedule		.
 21-22 DARM Title I Allocation		.
 Coordination of REsources		.
 DARM Mission/Vision		.
 Signatures		.
 Title I Parent Meeting Sign In		.