

LEA Planning Team

**LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LEA Plan - Rev 1**

**1. Please identify all planning team members, including title.**

Belinda Swart - Assistant Superintendent and Federal Programs Director  
Cynthia McDonald - Director of Curriculum and Professional Development  
David Luke - Superintendent  
Danya Turner - Principal LHS  
Melissa Davis-Principal EMS  
Drew Smith- Principal LES  
Sarah Webb - Principal Fair  
Gina Smith-Principal NOX  
Kerri Rogers- Teacher  
Pamela Harrington- Paraprofessional  
Mitchell Turner - Student  
Jackie Anderson-Parent  
Emily Starnes-Literacy Coach  
Stewart Hemphill-Math Coach

**2. Briefly describe the process the planning team used to develop the LEA Plan based upon a comprehensive needs assessment. Include the process that the LEA will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. Sec. 1112(a)(1)(A)**

**PROCESS FOR DEVELOPING THE LEA PLAN**

\*Plan created using data from a comprehensive needs assessment which includes academic performance, graduation rates, and stakeholder input.

**REVIEW AND UPDATE TIMELINE**

\*Initial plan developed in the Spring; reviewed in July, October, and January

**ENGAGEMENT ACTIVITIES AND STAFF INVOLVEMENT**

\*Input gathered through surveys, community meetings, and leadership meetings

\*Key participants: Federal Programs Director, Curriculum Coordinator, Principals, and Teacher Leaders

**METHODS FOR MONITORING PROGRESS**

\*Progress tracked using benchmark assessments, state test data, behavior/attendance trends.

**PROCEDURES FOR MAKING UPDATES**

\*\*Revisions based on data and stakeholder feedback

\*Changes reviewed by leadership and communicated via board meetings, district website, and communication platform

**LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LEA Plan - Rev 1**

\* 1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by developing and implementing a **well-rounded program of instruction to meet the academic needs of all students**. Sec. 1112(b)(1)(A)

**Monitoring Progress and Data Points**

The LEA will monitor the implementation and effectiveness of the well-rounded Title I, Part A program using a data-driven cycle of inquiry.

- Academic Data: State assessment scores, district benchmark assessments, and progress monitoring tools
- Behavioral, SEL, and Attendance: Discipline referrals, attendance data, SEL implementation
- Parent and Students Feedback: Annual engagement surveys and feedback collected from family nights and school level meetings
- Program Participation Data: Student participation rates in interventions and enrichment programs

**Well-Rounded Programs to Be Implemented**

The Title I, Part A program includes the following key components:

- Academic Interventions: Small-group and one-on-one tutoring in reading and math, focused on Tier II and Tier III support
- Social and Emotional Learning (SEL): Evidence-based SEL curriculum implementation and behavior intervention programs
- College and Career Readiness Activities: Career exploration, academic enrichment, and STEM activities aligned with grade level standards
- Family Engagement: Workshops and family academic nights to strengthen the home-school connection and build parent capacity to support learning

**Timeline for Monitoring**

- Monthly: Review of student progress data during school-based team meetings and data chats

\* 2. Describe how the LEA will **identify students who may be at risk for academic failure**. Sec. 1112(b)(1)(B)

**Data Points Used**

- Academic performance: District benchmark assessments, classroom grades, state test scores, universal screening
- Attendance: Chronic absenteeism data
- Behavior: Office discipline referrals and suspension records
- Other factors: English Learner status, special education identification, 504 identification, foster care status, and homelessness

**Frequency of Data Review**

Data is reviewed monthly at the school level during grade-level team meetings and quarterly at the district level. Schools are expected to conduct progress monitoring every 4 to 6 weeks for students already identified as at-risk and receiving Tier II or Tier III interventions.

**MTSS Process Information**

The LEA uses the MTSS framework to provide early identification and tiered interventions:

- \*Tier I: Core instruction and universal supports for all students
- \*Tier II: Targeted small group interventions for students not meeting benchmarks
- \*Tier III: Intensive individualized support for students with significant needs

\* 3. Describe how the LEA will **provide additional educational assistance to at risk students**. Sec. 1112(b)(1)(C)

**Additional Educational Supports for At-Risk Students**

For students identified as at-risk through the LEA's data-driven MTSS process, the following supplemental supports are provided:

- Targeted Intervention Programs: Small-group and individualized instruction in reading and math provided during intervention blocks, before/after school, or during extended learning time.
- Progress Monitoring Tools: Frequent assessments used to track student growth and adjust instructional strategies accordingly
- Behavior and Attendance Interventions: Check-in/check-out systems, mentoring, and attendance support systems for students struggling with behavior or chronic absenteeism
- Individualized Learning Plans: Developed for students receiving Tier II and Tier III services through MTSS to personalize goals and track outcomes
- SEL and Counseling Support: School-based counseling and access to social-emotional learning program to address non-academic barriers to success

\* 4. Describe how the LEA will monitor students' progress in **identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning for all students**. Sec. 1112(b)(1)(D)

**Monitoring Implementation and Student Progress**

The LEA monitors student progress and the effectiveness of Title I, Part A supported strategies through a structured cycle of continuous improvement:

**Data Points Used**

- \*State assessments (proficiency and growth)
- \*District benchmark assessments (administered 3 times per year)
- \*Formative classroom assessments

- \*Progress monitoring results (every 4-6 weeks for intervention students)
- \*Attendance and behavior data

**Monitoring Frequency**

- \*Monthly: School-based data team meetings to review academic and behavioral data
- \*Quarterly: District-led Title I review with school leaders to assess progress towards school improvement goals
- \*Annually: Comprehensive program evaluation to adjust strategies and update Title I schoolwide plans

**Adjusting Instruction Based on Data**

Based on the collected data, instructional practices and supports are modified as needed to ensure alignment with student needs. Schools are supported in using data to identify students who are not making sufficient progress and to make timely instructional adjustments or add tiered interventions.

\* 5. Describe the process the LEA uses to identify and address disparities among at risk students and other students who are taught by ineffective, inexperienced, or out-of-field teachers. Sec. 1112(b)(2)

**Identifying and Monitoring Teacher Disparities**

The LEA evaluates teacher assignments to identify disparities in the distribution of ineffective, inexperienced, or out-of-field teachers-particularly in schools with large numbers of at-risk, low-income, and minority students. The evaluation includes:

- \*Teacher evaluation ratings to determine effectiveness
- \*Years of experience, with teachers having fewer than three years classified as inexperienced
- \*Certified and licensure records to identify those teacher outside their endorsed subject or grade
- \*Student performance data, including assessment scores and subgroup outcomes, to identify where instructional needs are greatest

**Strategies to Address Disparities**

**Support for Ineffective Teachers**

1. Mentor teacher and instructional coach to provide job-embedded support
2. Participation in targeted professional development focused on instructional improvement and student engagement
3. Regular classroom observations with timely feedback and action steps

**Support for Out-of-Field Teachers**

1. Enrollment in certification or endorsement programs with support from the district
2. Structured collaboration with experienced content-area teachers
3. Participation in content-specific workshops and trainings
4. Access to planning tools and instructional resources aligned to the subject area

**Support for Inexperienced Teachers**

1. Mentor teacher and instructional coach to provide job-embedded support
2. Opportunities for collaborative lesson planning and peer observation
3. Frequent check-ins with administrators and instructional coaches to monitor growth

**Monitoring and Follow-Up**

The LEA reviews teacher assignment and student progress data to assess whether improvements are being made and to evaluate the effectiveness of supports. If concerns persist, the district may adjust staffing, reassign personnel, or provide additional training.

6. Describe how the LEA will carry out its responsibilities to CSI, TSI and/or ATSI for served Title I schools that are identified, **if applicable**. If the question is not applicable, please enter "n/a." Sec. 1112(b)(3)

LMSD has one school that has been identified for Targeted Support and Improvement (TSI). The LEA provides targeted school improvement support using Title I, Part A funds, aligned with state requirements and the school's improvement plan.

**Direct School Improvement Supports Provided**

The LEA works closely with the identified school to:

- Develop and implement school improvement plans that are data driven and aligned with the needs of the student subgroups that led to the identification
- Provide professional development for school staff focused on areas of academic need
- Fund external provider to support implementation of evidence-based strategies
- Ensure frequent progress monitoring through assessments, classroom observations, and data reviews to guide instructional adjustments
- Facilitate leadership team meeting to review implementation progress and update action steps as needed

The LEA monitors the implementation of school improvement activities on a quarterly basis and works with the school's leadership team to evaluate effectiveness and make necessary adjustments to improve student outcomes.

7. Describe in general the nature of the programs to be conducted by the Title I served schools operating Schoolwide or Targeted Assistance programs that includes the **appropriate educational services (outside the regular school day) for children living in local institutions or community day school programs for neglected or delinquent children, if applicable**. If the question is not applicable, please enter "n/a." Sec. 1112(b)(5)

n/a

\* 8. Describe the services that the LEA will provide homeless children and youths to support their enrollment, attendance and success in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act from the required reservation. Sec. 1112(b)(6)

**Educational Services Provided for Homeless Children and Youth**

The LEA uses the required homeless set-aside to provide:

- Assistance with non-instructional supplies such as clothing and hygiene supplies to remove basic barriers to participation in school

The district homeless liaison works closely with school counselors and community partners to identify homeless students and coordinate services. The LEA also ensures that all homeless students are immediately enrolled, even without complete documentation, and are provided equal access to educational programs.

\* 9. Describe the strategy(s) the LEA will use to implement effective parent and family engagement. Sec. 1112(b)(7)

The LEA is committed to strengthening parent and family engagement as a key factor in improving student achievement. The district implements two way communication as a districtwide strategy in Title I schools to build strong home/school partnerships and increase family capacity to support learning at home.

Texting Parents: Evaluation Report and Executive Summary Miller, Sarah; Davison, Jenny; Yohanis, Jamie; Sloan, Seaneen; Gildea, Aideen; Thurston, Allen (2017). Education Endowment Foundation. Retrieved from: <https://eric.ed.gov/?id=ED581121>

**Evidence-Based Strategy Selected**

\***Strategy:** Two Way Communication (Texting Parents)

\***Resource Bank:** *What Works Clearinghouse*

\***Level of Effectiveness:** Tier 1, Strong Evidence

\***Impact on Student Achievement:** Studies show that sending weekly text messages to parents could improve students' academic achievement and school engagement. Messages included reminders and information about homework, attendance, and behavior. Students in the intervention group made +1 month of additional progress in English compared to the control group (effect size= +0.06). This result was statistically significant. There was an increase in attendance rates and a reduction in behavior incidents.

\***Demographic Alignment:** The schools where Texting Parents has been implemented share similar demographics to the LEA's Title I schools, with high percentages of economically disadvantaged students, minority populations, English learners, and special educational needs.

**Implementation and Measured Results**

The LEA has implemented Two Way Communication (Texting Parents) in five Title I schools throughout the district. The Mississippi Succeeds Report Card shows a consistent increase in student proficiency in English and Math, as well as a decrease in the chronic absenteeism rate and number of violent incidents since the FY22 school year. Since the FY22 school year, the chronic absenteeism rate has dropped 4.9%. In regards to discipline, the number of violent incidents reported to the state has decreased by 61. Math proficiency has improved by 11.4%, and English proficiency has increased by 8.4%.

By integrating two way communication into its parent and family engagement practices, the LEA empowers parents to be active partners in their child's academic success. The strategy is grounded in evidence, shows strong alignment with local needs, and has demonstrated a positive impact on student achievement over a three year period.

10. If applicable, how will the LEA support, coordinate, and integrate services provided with ESEA funds with early childhood education programs at the LEA or individual school level, including plans for the transition of students into the local elementary school program. If the question is not applicable, please enter "n/a." Sec. 1112(b)(8)

n/a

11. **Title I Targeted Assistance School Program ONLY**- How do teachers and school leaders in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Title I targeted assistance school program** identify the eligible children most in need of services. If the question is not applicable, please enter "n/a." Sec. 1112(b)(9)

n/a

12. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. **(Completed if serving grades 9-12)** If the question is not applicable, please enter "n/a."

a. Through coordination with institutions of higher education, employers, and other local partners. Sec. 1112(b)(10)(A)

**Strategies to Support Transition from Middle to High School and Beyond**

To ensure smooth transitions from middle grades to high school, the LEA implements orientation programs, academic planning sessions, and bridge programs that introduce students to graduation requirements, academic expectations, and extracurricular opportunities. Counselors work with students starting in 8th grade to begin developing individualized graduation and career plans. Individualized Student Plans (ISPs) are developed at the middle school level and tracked throughout their high school career.

**Coordination with Institutions of Higher Learning (IHL), Employers, and Local Stakeholders**

The LEA collaborates with local institutions of higher education, employers, and community-based organizations to support student transitions from high school to postsecondary education or the workforce. Partnerships include college admission departments, workforce development, and local businesses provide students with exposure to college and career pathways through campus visits, career fairs, and guest speakers. These efforts ensure students are informed, prepared, and connected to resources beyond high school.

b. Through increased student access through either early college high school, dual/ concurrent enrollment opportunities or career counseling to identify student interests and skills. Sec. 1112(b)(10)(B)

**Student Access to Early College, Dual/Concurrent Enrollment**

The LEA provides high school students with access to dual enrollment and concurrent credit opportunities through partnerships with local community colleges and universities. Additionally, the vocational center promotes job shadowing opportunities and local industries offer internships that help students explore career options and align their high school coursework with future college or career goals.

\* 13. Describe how the LEA will support the efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with rates of discipline, disaggregated by each of the subgroups on the State report card. Sec. 1112(b)(11)

**Implementation of PBIS and MTSS for Behavior**

- PBIS establishes clear behavioral expectations, recognizes positive behavior, and uses tiered interventions to support students in need.
- MTSS framework, including development of Behavior Intervention Plans for students exhibiting repeated behavioral challenges. Tier One-universal, school-wide strategies for all students implemented through PBIS; Tier Two-targeted small-group interventions for students needing additional support implemented through Social Emotional Learning curriculum; Tier Three-intensive, individualized support for students with persistent behavior needs implemented through Behavior Intervention Plans and Social Emotional supports.

**Focus on Non-Academic Supports**

The LEA provides social-emotional learning curriculum, access to school counselors, and restorative practices to address root causes of behavioral issues. These strategies help improve student self-regulation, peer relationships, and school connectedness, reducing the likelihood of behaviors that lead to classroom removal.

**Only answer the applicable question below if Title I funds are used. If the question is not applicable, please enter "n/a."**

14. How will the LEA support any programs that coordinate and integrate academic, career, and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State? Sec. 1112(b)(12)(A)

n/a

15. How will the LEA support any programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit? Sec. 1112(b)(12)(B)

n/a

16. How will the LEA use Title I, Part A funds to assist schools in identifying and serving gifted and talented students? Sec. 1112(b)(13)(A)

n/a

17. How will the LEA allocate Title I, Part A funds to assist schools in developing effective school library program to provide students an opportunity to develop digital literacy skills and improve academic achievement? Sec. 1112(b)(13)(B)

n/a

**LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LEA Plan - Rev 1**

Not Applicable. The LEA transferred all funds

1. Describe the activities to be carried out by the LEA with Title II, Part A funds for at least one State Goal and all Standards for Professional Learning. (Include the need for the activity, the activity objective, the expected activity goal, and the impact the activity on teacher, principal, or other school leader effectiveness.) "A" or "B" rated districts are exempted from aligning with the Standards for Professional Learning. Sec. 2102(b)(2)(A) and Sec. 2104(a)(1)

**Standards for Professional Learning**

<b>Standard 1</b> - Equity Practices	<b>Standard 7</b> - Implementation
<b>Standard 2</b> - Curriculum, Assessment, and Instruction	<b>Standard 8</b> - Equity Foundations
<b>Standard 3</b> - Professional Expertise	<b>Standard 9</b> - Culture of Collaborative Inquiry
<b>Standard 4</b> - Equity Drivers	<b>Standard 10</b> - Leadership
<b>Standard 5</b> - Evidence	<b>Standard 11</b> - Resources
<b>Standard 6</b> - Learning Designs	

**State Goal 1. All Students are Proficient and Showing Growth in All Assessed Areas**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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Standard 2 - Curriculum, Assessment, and Instruction  
Identified Need

Based on teacher evaluation data, classroom observations, and student achievement trends, the LEA identified a need to strengthen instructional leadership and teacher effectiveness in core content areas, especially in state tested areas.

Objective

To provide sustained, high-quality professional learning that builds teacher and leader capacity in evidence-based instructional practices, student engagement strategies, and data-informed decision-making.

Activities

Title II funds will support:

- 1) Workshops and PLCs aligned to the Professional Learning Standards, Learning Communities, Data, Leadership and Implementation
- 2) Instructional coaching support at the district level to model and reinforce effective practices
- 3) Recruitment incentives to attract high-quality educators, help address teacher shortages, and promote staffing which will improve student and school outcomes.

Goal

The goal is to increase the percentage of effective teachers across all schools and build leadership capacity to sustain instructional improvements.

Impact on Teacher and Leader Effectiveness

Professional development enhances teacher effectiveness and supports the recruitment and retention of highly effective teachers. Through ongoing, high-quality training, educators strengthen instructional practices, deepen content knowledge, and collaborate to align instruction with state and district goals. These efforts lead to improved student outcomes, increased teacher confidence, and a stronger, more effective teaching workforce.

**State Goal 2. Every Student Graduates from High School and is Ready for College and Career**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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**State Goal 3. Every Child has Access to a High-Quality Early Childhood Program**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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n/a

**State Goal 4. Every School has Effective Teachers and Leaders**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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n/a

**State Goal 5. Every Community Effectively Uses a World-Class Data System to Improve**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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n/a

**State Goal 6 Every School and District is Rated "C" or Higher**

Please select the aligned appropriate Standard(s) for Professional Learning:

- |                            |                            |                            |                            |                            |                            |                            |                            |                            |                             |                             |   |
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n/a

2. Describe the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. Sec. 2102(b)(2)(B)

The LEA has developed comprehensive, multi-tiered system of professional growth designed to support educators at all stages of their careers with a focus on teacher leadership development, instructional improvement, and retention of high quality staff.

#### **Description of System and Impact**

The MS Educators and Administrators Professional Growth System walk through and formal observations will be used to evaluate all faculty of the LMSD. These systems are aligned with the state's professional growth standards and the Standards for Professional Learning. They are designed to develop meaningful teacher leadership by offering structured roles, targeted support, and recognition for leadership contributions beyond the classroom. The intended impact is improved instructional quality, increased teacher retention, and a stronger leadership bench to support school improvement efforts.

#### **Identified Systems of Professional Growth**

**1. Instructional Coaching Model-** The LEA employs content-specific instructional coaches who provide job-embedded professional development, support the implementation of research-based strategies, and model best practices. Coaches also assist in the evaluation of feedback from the Professional Growth System and the analyzing of assessment data. New teachers are assigned a mentor teacher at the school level.

**2. Professional Learning Communities (PLCs)-** Teachers collaborate in grade-level or content-area PLCs to analyze student work, align instruction to standards, and engage in reflective practice. Teacher leaders facilitate PLCs, which serve as a platform for shared leadership and collaborative decision-making.

3. Describe how the LEA will prioritize funds to schools served by the agency that are implementing Comprehensive Support and Improvement (CSI) activities, Targeted Support and Improvement (TSI) activities, Additional Targeted Support and Improvement (ATSI) activities and/or have the highest percentage of low-income children. Sec. 2102(b)(2)(C)

#### **Prioritizing Support for TSI School**

LMSD has one school identified as a TSI school. The LEA provides targeted support in this school, such as additional instructional coaching, school-based leadership development, embedded professional development, certified teacher interventionist, and consultants that provide support in the identified area. The LEA ensures that the school has support in curriculum alignment, data use, and evidence-based instructional strategies.

#### **Prioritizing Schools with the Highest Percentage of Low-Income Students**

In addition to school improvement status, the LEA used a poverty-ranking system based on Free and Reduced-Price Lunch (FRPL) eligibility to identify and prioritize schools serving the highest percentages of low-income students. Title II-A funds are directed to these schools to support teacher recruitment, retention, and development activities aimed at improving instruction and closing achievement gaps.

#### **Data Sources and Decision-Making**

The LEA used the following data sources to determine funding priorities, including: school designation data from the state department of education (TSI), FRPL percentages as reported through the Child Nutrition Program, student achievement, and growth data.

4. Describe how the LEA will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A funds. Sec. 2102(b)

(2)(D)

**Data Points Used**

To assess the effectiveness of professional development and other Title II-A funded activities, the LEA will collect and analyze:

1. Teacher and principal evaluation data (growth in performance domains aligned to state standards)
2. Student achievement data (benchmark, district, and state assessments)
3. Staff retention and turnover rates
4. Surveys and feedback from professional learning participants
5. Needs Assessment Survey that addresses professional development needs through teacher input.
6. Implementation fidelity measures (PD attendance, PLC attendance)

**Stakeholder Involvement and Consultation**

The LEA engages a variety of stakeholders in the planning and evaluation process, including:

1. School leaders and instructional coaches
2. Teachers across content and grade levels
3. Professional development coordinator
4. Parent input
5. Local education association representatives

Stakeholders participate through surveys, annual title planning meetings, and quarterly data meetings to provide feedback on the effectiveness of PD efforts.

**Frequency of Data Collection and Consultation**

Data is collected and reviewed on a quarterly basis with stakeholder consultation held at least twice per year. Informal feedback is gathered throughout the year during PLCs, coaching cycles, and school visits.

**LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LEA Plan - Rev 1**

LEAs that receive Student Support and Academic Enrichment (SSAE) grant funds may use these funds to implement activities as outlined below. Please complete the section which the LEA will use their SSAE allocation.

Not Applicable. The LEA Transferred all funds.

1. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart. Sec. 4106(e)(1)(A)

**Partnerships Supporting Title IV, Part A Programs**

The LEA partners with several organizations to support the goals of Title IV, Part A, focusing on providing students with access to a well-rounded education, safe and healthy schools, and effective use of technology.

**Institution of Higher Education**

The LEA collaborates with local universities to provide dual credit and college readiness workshops. The institution has a proven track record of preparing high school students for postsecondary success, with high college enrollment, and retention rates among participants.

**Nonprofit and Community-Based Organizations**

The LEA partners with local nonprofit organizations, which has a demonstrated record of success in providing enrichment opportunities in our after-school program. The organizations have shown improvement in student engagement and academic achievement.

**Business Partnerships**

Local businesses provide internships aligned with in-demand careers. These partnerships have led to increased student interest in CTE pathways and job readiness. These collaborative partnerships enhance the LEA's ability to deliver evidence-based programs under Title IV, Part A and ensure sustainable support for student learning, engagement, and development.

2. Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcome. Sec. 4106(e)(1)(E)

**Process to Evaluate Effectiveness of Title IV, Part A Activities**

The LEA will evaluate the effectiveness of Title IV, Part A activities by measuring their alignment with program objectives in the areas of well-rounded education, safe and healthy schools, and effective use of technology. Evaluation methods include:

1. Student performance data (assessment scores, course completion rates)
2. Participation and attendance records for Title IV funded programs
3. Surveys and feedback from students, staff, and families on program impact
4. Behavioral and engagement data (attendance, discipline referrals, SEL data)

**Evaluation Timeline**

The LEA will conduct a formal evaluation annually with quarterly progress reviews to monitor implementation. Results will be used to revise, expand, or discontinue activities as needed to ensure continuous improvement of Title IV, Part A programming.

3. Any LEA that receives an allocation of \$30,000.00 or more must conduct a comprehensive needs assessment once every three years. If applicable, based upon the needs assessment, please describe how the LEA evaluates the program effectiveness in the following areas. If an area listed below is not applicable, please indicated "n/a"

a. access to, and opportunities for, a well-rounded education for all students;

**Evaluation of Access to a Well-Rounded Education**

The LEA conducts a comprehensive needs assessment every three years and uses annual data reviews to evaluate access to well-rounded educational opportunities. Surveys and achievement data are used to assess the impact of these offerings on student engagement and academic performance.

**Timeline**

The formal comprehensive needs assessment is conducted every three years, with annual monitoring and mid-year data reviews to evaluate progress and inform programmatic adjustments.

b. school conditions for student learning in order to create a healthy and safe school environment; and

**Evaluation of School Conditions for Student Learning**

To assess the effectiveness of initiatives promoting safe and healthy school environments, the LEA reviews data on attendance, discipline, and counseling referrals. School also report on implementation of SEL programs and safety measures. Findings inform the need for adjustments to policies, mental health supports, or behavior intervention supports.

**Timeline**

The formal comprehensive needs assessment is conducted every three years, with annual monitoring and mid-year data reviews to evaluate progress and inform programmatic adjustments.

c. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

**Evaluation of Access to Technology and Personalized Learning**

The LEA monitors student and teacher access to devices, digital tools, and instructional surveys. Professional development sign-in sheets and digital usage data are used to assess the integration of technology into instruction. The LEA also evaluates how teachers use data to personalize instruction and improve student learning outcomes.

**Timeline**

The formal comprehensive needs assessment is conducted every three years, with annual monitoring and mid-year data reviews to evaluate progress and inform programmatic adjustments.

**LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LEA Plan - Rev 1**

\* 1. Describe how the LEA will ensure the information provided to parents is in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. Sec. 1112(e)(4) and Sec. 1116(e)(5)

**Methods of Dissemination**

The LEA ensures that all parent information is provided in an understandable and uniform format by using multiple methods of communication. These include printed materials, school websites, social media, automated messaging systems, and online platforms. Information is organized clearly and presented in a plain language to support accessibility.

**Translation and Language Accessibility Services**

To the extent practicable, all information is translated into the home languages of families. The LES uses translation software to assist with communication during meetings, conferences, and events. This ensures that non-English speaking parents can fully understand and engage with school-related information.

\* 2. Describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of Title I served schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Sec. 1116(a)(2)(B)

**Coordination and Support for Title I Schools**

The LEA provides centralized coordination to ensure all Title I schools effectively plan and implement parent and family engagement strategies that align with school improvement goals and support academic achievement.

**Technical Assistance and Capacity Building**

The LEA offers technical assistance through ongoing training sessions, webinars, and coaching for principals, teachers, and family engagement staff. These sessions focus on building school-level capacity to engage families in data-informed decision-making, academic workshops, and student support strategies.

**Planning and Implementation Support**

Schools receive support in developing their School-Parent Compacts and Family Engagement Policies, with the LEA reviewing and providing feedback annually. Title I staff are also supported in organizing literacy nights, curriculum events, and other evidence-based activities that strengthen the home-school connection.

**Resource Sharing and Monitoring**

The LEA provides toolkits, templates, and multilingual materials to assist with communication and outreach. It also monitors engagement efforts through school submissions, parent feedback, and participation data, offering follow-up support as needed to improve implementation and effectiveness.

\* 3. Describe how the LEA will coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs. Sec. 1116(a)(2)(C)

**LEA Support and Coordination**

The LEA provides ongoing coordination and guidance to Title I schools by aligning family engagement strategies with district and school improvement goals.

### **Technical Assistance and Professional Development**

The LEA offers technical assistance through on-site coaching, virtual support sessions, and annual training for principals, teachers, and parent liaisons. These sessions focus on building capacity in appropriately responsive communication, effective outreach strategies, and fostering partnerships that support student achievement.

### **Resources and Tools**

To support effective implementation, the LEA supplies schools with toolkits, model engagement plans, event templates, and feedback forms. Schools are encouraged to customize these resources to meet the specific needs of their families and communities.

### **Monitoring and Feedback**

The LEA monitors the quality and impact of family engagement activities through school reports, parent surveys, and participation data. Feedback is reviewed during quarterly meetings to guide improvements and ensure alignment with federal and state expectations.

4. How does the LEA annual evaluation of the effectiveness of the parent and family engagement policy address the following:

\* a. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Sec. 1116(a)(2)(D)(i)

#### **Identification of Barriers**

The LEA conducts an annual evaluation of the Parent and Family Engagement Policy using parent surveys, family engagement meetings, and school-level data to identify barriers to participation. Special attention is given to input from families who are economically disadvantaged, have disabilities, limited English proficiency, limited literacy, or are from racial or ethnic minority backgrounds.

#### **Addressing Identified Barriers**

To address these issues, the LEA has implemented flexible scheduling for events, increased the use of translated materials, and expanded collaboration with community partnerships. Schools are also provided with professional development on inclusive and appropriately responsive family engagement practices. The LEA will continue to monitor these barriers and adjust strategies annually based on updated feedback.

\* b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. Sec. 1116(a)(2)(D)(ii)

#### **Identification of Family and Community Needs**

The LEA identifies the needs of parents and family members through annual surveys, input from Title I parent engagement events, and feedback gathered during school conferences and workshops. The evaluation process focuses on how well parents are supported in helping their children academically and in communicating with school staff.

#### **Addressing Identified Needs**

To address these needs, the LEA offers ongoing parent workshops on core academic subjects, provides take-home resources aligned with classroom instruction, and facilitates family engagement nights focused on literacy and math. Schools are encouraged to host flexible parent-teacher conference schedules, offer virtual communication tools, and provide training to staff on building strong school-family partnerships. The LEA also ensures that all resources are made available in multiple languages and accessible formats as needed.

\* c. Strategies to support successful school and family interactions. Sec. 1116(a)(2)(D)(iii)

#### **Strategies to Support School and Family Interactions**

### **Ongoing Communication and Engagement Opportunities**

The LEA supports the use of regular two-way communication between families and school staff through parent portals, newsletters, mobile apps, and scheduled parent-teacher conferences. Schools provide flexible meeting times to accommodate families' work schedules.

### **Capacity-Building for Families and Staff**

To strengthen these interactions, the LEA offers professional development for teachers and school leaders on effective family engagement practices. Simultaneously, parents are provided with academic workshops, family resource materials, and strategies to support learning at home.

### **Shared Decision-Making and Leadership**

Parents are encouraged to participate in school-level decision-making through advisory councils, Title I planning meetings, and school improvement teams. These opportunities empower families to be active partners in shaping school policies and practices.

\* 5. What process will be used to ensure the use of evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies? Sec. 1116(a)(2)(E)

### **Evaluation Process and Data Sources**

The LEA conducts an annual evaluation of the Parent and Family Engagement Policy using a variety of data sources, including parent and staff surveys, attendance logs from parent events, school climate data, and academic performance indicators. These data help assess the effectiveness of current strategies and identify areas for improvement.

### **Timeline and Frequency**

Evaluation activities are conducted annually in the spring, with preliminary results shared in the summer. Schools submit engagement data by May 31. Updates and revisions to the policy are finalized and disseminated prior to the new school year in August.

### **Use of Evidence-Based Strategies**

Based on evaluation results, the LEA selects evidence-based strategies from its approved resource bank. One current strategy in use is Two-Way Communication (Texting Parents), identified as **Tier I: Strong Evidence Evidence** by the What Works Clearinghouse. This strategy emphasizes that weekly text messages to parents could improve students' academic achievement and school engagement. It has demonstrated positive effects on literacy, discipline, and chronic absenteeism in districts with similar demographics.

### **Demographic Relevance and Impact**

The selected strategy aligns with the LEA's student population, which includes a high percentage of economically disadvantaged families. Three consecutive years of implementation in Title I schools have shown improved student performance on state test data and increased parental confidence in supporting learning at home.

### **Policy Revisions**

Following the analysis, recommended revisions to the Parent and Family Engagement Policy are reviewed at parent meetings and school leadership meetings. Changes are based on what has proven effective and are aligned with stakeholder feedback. Finalized policies are published and distributed at Title I meetings, posted on school websites, and translated as needed to ensure accessibility.

\* 6. Describe how the LEA will involve Title I, Part A parents in the development, revision, and review of the parent and family engagement policy. Sec. 1116(a)(2)(F)

### **Involving Parents in Policy Development, Review, and Revision**

The LEA ensures meaningful involvement of Title I, Part A parents in the development, review, and revision of the Parent and Family Engagement (FCE) Policy by conducting Title I meetings that focus on policy. This meeting includes a diverse mix of parents and guardians—recruited through school-based

outreach, Title I meetings, and community partners—to reflect the demographics of the district, including families who are economically disadvantaged, English learners, and parents of students with disabilities.

**Use of Evaluation Results to Inform Changes**

During annual policy review sessions, the LEA reviews evaluation results from the previous year—such as survey data, participation trends, and feedback from engagement events. Parents are asked to review this data, identify areas needing improvement, and make recommendations to revise the FCE Policy. These suggestions are documented and used to update the policy prior to board approval and public dissemination.

**Ongoing Communication and Transparency**

Once revised, the updated policy is shared with families through school websites, printed copies available at schools, and presentations at Title I annual meetings. Translations are provided, and parents are encouraged to continue giving feedback throughout the year.

**LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LEA Plan - Rev 1**

\* Summarize the successes of schools within the LEA and what contributed to it.

**Successes Within the LEA and Contributing Factors**

1. One key success within the LEA during the previous year was the improvement in ELA growth of all and ELA growth of bottom 25%. According to statewide assessment data, the district improved from 42.4% (FY24) growth of all in ELA to 52.6% (FY25), representing a 10.2% gain. In addition the ELA growth of the bottom 25% increased from 41.2% (FY24) to 50.9% (FY25), representing a 9.7% gain.

Several factors contributed to the district's notable improvement in ELA growth for all students and the bottom 25%. Targeted interventions and data-driven instruction allowed teachers to identify and address learning gaps effectively. Ongoing professional development provided by external providers and the literacy coach in evidence-based literacy practices strengthened classroom instruction, while improved curriculum alignment ensured consistency across grade levels. Instructional coaches provided ongoing support and feedback to teachers, and an increased focus on foundational literacy skills promoted stronger reading achievement. In addition, leadership maintained a clear focus on literacy improvement and accountability, resulting in a coordinated effort that led to significant gains in ELA growth across the district.

\* Summarize the challenges of schools within the LEA and what contributed to it.

**Challenges Within the LEA and Contributing Factors**

1. One significant challenge the LEA experienced during the previous year was a decrease in Math proficiency, growth of all, and growth of lowest 25%. According to statewide assessment data, the district dropped in Math proficiency from 55.5% (FY24) to 49.5 (FY25), representing a 6% loss. The math growth of all score dropped from 69.1% (FY24) to 61.7% (FY25), representing a 7.4% loss. The math bottom 25% dropped from 67.5% (FY24) to 54.8% (FY25), representing a 12.7% loss.

Several factors may have contributed to the district's decline in math proficiency and growth. Students may have entered the year with gaps in foundational math skills, limiting their ability to master more complex concepts. Inconsistent implementation of the math curriculum and pacing guides across schools may have created uneven instructional delivery. Additionally, reduced focus on conceptual understanding, limited intervention time, and the impact of teacher turnover or staffing changes may have affected instructional quality and continuity. A need for ongoing professional development in math instruction and data use also likely contributed to lower performance. As the district prioritized literacy improvement efforts, math may not have received equivalent instructional emphasis, resulting in decreased growth and proficiency.

To address declines in math proficiency and growth, the district will strengthen foundational math skills through targeted intervention and ensure consistent implementation of the district's math curriculum. Teachers will receive ongoing professional development focused on conceptual understanding, differentiation, and data-driven instruction. Instructional time and resources will be balanced to support both ELA and math improvement efforts, and regular progress monitoring will guide timely instructional adjustments to improve student outcomes.

2. Another significant challenge the LEA experienced during the previous year was a decrease in ELA proficiency. According to statewide assessment data, the district dropped in ELA proficiency from 51.3% (FY24) to 40% (FY25), representing a 11.3% loss.

The decline in ELA proficiency may be attributed to gaps in foundational literacy skills, inconsistent curriculum implementation, and misalignment between instruction and assessment rigor. While growth improved, proficiency may have lagged due to a focus on lower-performing students without sufficient challenge for higher achievers. Limited writing practice, attendance issues, and teacher experience levels also likely contributed to reduced overall proficiency outcomes.

To address the decline in ELA proficiency, the district will strengthen core literacy instruction and writing integration, ensuring alignment with state standards and assessment expectations. Professional development will focus on high-impact reading and writing strategies, while data-driven instruction will target students near proficiency to promote mastery. Continued emphasis on curriculum fidelity, teacher support, and student engagement will help increase overall ELA proficiency across the district.

\* List, in order of priority, the areas of need as identified through the comprehensive needs assessments. Prioritizing needs by identifying the most critical areas where the creation of goals and strategies will be developed from.

#### Prioritized Areas of Need

##### **1. Math Achievement**

Priority: Districtwide decline in math proficiency and growth; some grade levels below state averages.

Related Action Step: Implement targeted math interventions; provide professional development in evidence-based instructional strategies and data-driven decision making

##### **2. School Climate, Behavior, Attendance**

Priority: Only 76% of stakeholders agree bullying is not tolerated; discipline data indicates inconsistency. Chronic absence increased, negatively affecting achievement.

Related Action Step: Strengthen PBIS, expand counseling and behavioral supports, and provide staff training on consistent, proactive discipline strategies. Improve district attendance through parent communication and attendance incentives.

##### **3. Parent and Family Engagement**

Priority: Only 79% of parents feel welcome at school' 75% report overall satisfaction.

Related Action Step: Increase family engagement through parent workshops, communication apps, and community outreach partnerships.

##### **4. Technology**

Priority: 76% of stakeholders report the need for more instructional technology support in the classroom.

Related Action Step: Provide ongoing technology integration PD, coaching, and ensure equitable access to digital learning resources.

**LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LEA Plan - Rev 1**

**Plan Items ( )**

**1) All Assessed Areas**

Description:

All students proficient and showing growth in all assessed areas

Performance Measure:

Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup. Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grades 3-8 and high school composite) in each subgroup. Decrease the percentage of students scoring levels 1-3 on statewide assessments in each subgroup. Increase the percentage of students demonstrating growth on statewide assessments in each subgroup

**1.1) Implement the MS College and Career Readiness Standards**

Description:

1. Provide targeted professional development to teachers and administrators in all content areas based on data. 2. Hire content coaches in literacy, math, and science focusing on low-performing schools. 3. Train teachers and school leaders in data-coaching. 4. Collaborate with community organizations to engage parents in low-performing schools

**1.1.1) Elementary Programs**

Description:

Provide teachers, paraprofessionals, interventionists, supplemental consumable supplies and instructional materials, technology/equipment, dues and fees for services/instructional programs, programs and activities to provide a well-rounded education

Benchmark Indicator:

Increase reading, math, and science proficiency and growth by 5 points

Person Responsible:

Principal

Estimated Completion Date:

9/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Sal/ben, vir lic, supplies, equip, dues/fees	\$664,782.30
	Title V	Virtual Licenses, technology/equipment	\$60,000.00
<b>Total</b>			<b>\$724,782.30</b>

**1.1.2) Middle School Programs**

Description:

Provide teachers, interventionists, supplemental consumable supplies and instructional materials, technology/equipment, and dues/fees for services and activities to provide a well-rounded education

Benchmark Indicator:

Increase reading, math, and science proficiency and growth by 5 points

Person Responsible:

Principal

Estimated Completion Date:

9/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Sal/ben, vir lic, supplies, equip, dues/fees	\$181,660.00

**AS** 1.1.3) Professional Learning Activities

Description:

Provide high quality evidence-based professional learning. Recruit effective educators. Utilize MS Professional Growth System effectively. Effectively utilize technology (evidence-based online instructional and assessment programs, interactive boards, laptops). Utilize data to improve planning, instruction, and assessments. Provide support to new teachers and school leaders. Provide observation, growth, and leadership opportunities to increase teacher and leader quality, effectiveness, and knowledge. Provide opportunities for training in readiness and success, rigorous content, Work-based learning, and computer sciences. Training to effectively teacher all students including at-risk, multi-tiered system of support and positive behavioral interventions, enrichment, acceleration, dual enrollment, and well-rounded opportunities. Meetings and trainings for effectively engaging parents, families, community partners, and coordinating services between school and the community.

Benchmark Indicator:

Increase all areas of accountability by 5 points

Person Responsible:

Administrators

Estimated Completion Date:

9/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	PD academic instructional areas	\$244,780.00
	Title II-A	Recruitment incent., prof learning travel	\$34,277.00
	Title IV-A	Effective Tech PD	\$1,350.00
	Title V	PD data management system	\$1,350.00

**AS** 1.1.4) Instructional Coaches & Reading Interventionist

Description:

Instructional Coaches & Reading Interventionist to provide high quality professional development and tutoring

Benchmark Indicator:

Increase reading and math proficiency for bottom 25% by 3%

Person Responsible:

Principals

Estimated Completion Date:

9/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	sal/bens, travel, supplies	\$248,951.10

**S** 1.2) Data Collection & Analysis

Description:

Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

**AS** 1.2.1) Homeless

Description:

Serve homeless students in Title I

Benchmark Indicator:

Increase student ADA by 3%

Person Responsible:

Homeless Liaison

Estimated Completion Date:

9/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Homeless	\$125.00

**AS** 1.2.2) EL/Immigrant

Description:

Serve EL/ immigrant students in Title I

Benchmark Indicator:

Increase language proficiency on ELPT by 2 points

Person Responsible:

Administrator

Estimated Completion Date:

9/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	language intervention program	\$4,200.00

2) Graduation

Description:

Every Student Graduates from High School and is Ready for College and Career

Performance Measure:

Increase the percentage of students graduating from high school in each subgroup. Increase the percentage of students ready for college as measured by ACT benchmarks in each content area (public school class data, grade 11). Increase the percentage of students participating in and passing dual credit in each subgroup. Increase the number of students participating in and passing AP in each subgroup. Increase the percentage of students career ready.

2.1) Students graduate prepared for careers, enter colleges prepared for credit-bearing courses, and provide advanced coursework.

Description:

Identify students needing assistance and provide interventions. Promote access for students to accelerated learning opportunities. Support college and career awareness and counseling/help prepare students to transition to college and careers. Promote/improve access to instruction in all disciplines, community involvement, arts, STEM/CTE Work-based learning, Smart Start, and computer sciences.

2.1.1) Well-Rounded Opportunities

Description:

Help students transition to college and careers by preparing them for college and career aptitude tests. Provide college and career awareness counseling. Promote access for students to accelerated learning opportunities. Support college and career awareness and counseling/help prepare students to transition to college and careers. Promote/improve access to instruction in all disciplines, community involvement, arts, STEM/CTE Work-based learning, Smart Start, and computer sciences.

Benchmark Indicator:

Increase participation in available programs by 5%

Person Responsible:

Administrators

Estimated Completion Date:  
9/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A	Dues/fees DC,certs, ACT/WK, CTC	\$31,853.00

**AS** 2.1.2) High School Programs

Description:

Provide teachers, interventionists, supplemental consumable supplies and instructional materials, technology/equipment, and dues/fees for services to provide a well-rounded education. Provide students with opportunities to learn through nontraditional settings such as dual enrollment, career/technical setting, service learning, and work-based learning.

Benchmark Indicator:

Increase graduation rate by 2%.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Sal/ben, vir lic, supplies, equip	\$224,753.04
	Title V	equipment/technology	\$15,157.00
<b>Total</b>			<b>\$239,910.04</b>

**AS** 2.1.3) Student Interventions ACT/Workkeys

Description:

external provider to provide interventions in ACT/Workkeys

Benchmark Indicator:

Increase graduation rate by 2%.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2026

Funding	Grant	Notes	Amount
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Application			
<b>Consolidated</b>	Title IV-A	student interventions	\$32,400.00

§ 2.2) Promote effective parental and family engagement

Description:

Collaborate with community and family organizations to engage parents in the education of their children

AS 2.2.1) Safe and Healthy Students

Description:

Promote safe and healthy students and improve student achievement/attendance in the following ways: 1)building/strengthening school, student, family/community relationships, and partnerships and providing integrated systems of supports 2)promoting drug and violence prevention 3) awareness and prevention of bullying and harassment 4) mentoring and counseling 5) supporting interventions for school wide positive behaviors (incentives) 6) improve school dropout.

Benchmark Indicator:

Increase positive responses on stakeholder surveys by 5%.

Person Responsible:

Administrators

Estimated Completion Date:

9/30/2026

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title IV-A	Supplies/Equipment for safe & healthy schools	\$91,301.00

§ 3) Academic Outcomes

Description:

Every School and District is Rated "C" or Higher

Performance Measure:

1. Increase the growth of D and F districts along the A - F spectrum, by improving the letter grade and/or increasing the number of points within a letter grade. 2. Increase the growth of D and F schools along the A - F spectrum, by improving the letter grade and/or increasing the number of points within a letter grade. 3. Increase the growth of districts under conservatorship along the A - F spectrum by improving the letter grade and/or increasing the number of points within a letter grade. 4. Increase the growth of schools under conservatorship along the A - F spectrum by improving the letter grade and/or increasing the number of points within a letter grade. 5. Increase the percentage of districts rated "C" or higher. 6. Increase the percentage of schools rated "C" or higher.

§ 3.1) Promote effective parental and family engagement

Description:

Build capacity for parent, family, and community engagement to improve student academic achievement

**AS** 3.1.1) Communication system, programs, activities, and strategies that reach parents and families

Description:

LEA and schools will conduct programs, activities, and strategies such as the following: conduct parent meetings; provide resources/strategies to use at home to support their child; disseminate information on best practices; collaborate with community-based organizations; two-way, meaningful communication between family members and staff; provide assistance to parents in understanding the State standards, assessments, how to monitor child's progress, and improvement achievement of children

Benchmark Indicator:

Increase positive response on stakeholder surveys by 5%.

Person Responsible:

Administrators

Estimated Completion Date:

9/30/2026

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	Communication software, parental engag. supplies	\$18,709.56
	Title V	Communication software for home-school	\$5,000.00
<b>Total</b>			<b>\$23,709.56</b>

**G** 4) World-Class Data System

Description:

Every Community Effectively Using A World-Class Data System to Improve Student Outcomes

Performance Measure:

Increase availability of quality data to drive decisions to improve student outcomes

**S** 4.1) Data Collection & Analysis

Description:

Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

**AS** 4.1.1) Administer Federal Programs

Description:

Administer federal programs activities and maintain records of financial and transactions.

Benchmark Indicator:

No citations during monitoring

Person Responsible:

Fed Pro Director

Estimated Completion Date:

9/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	sal/bens, travel, regist., supplies	\$72,995.00