History Log

LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LOUISVILLE ELEMENTARY SCHOOL (8020006) Public School - School Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
2/3/2026 3:32:02 PM	Belinda Swart	Status changed to 'LEA School Plan Reviewer Approved'.	S
2/3/2026 9:39:59 AM	Cynthia Mcdonald	Status changed to 'School Plan Reviewer Approved'.	S
2/3/2026 7:33:42 AM	Drew Smith	Status changed to 'Draft Completed'.	S
1/6/2026 10:08:47 AM	Drew Smith	Status changed to 'Draft Started'.	S
6/23/2025 11:43:18 AM	MCAPS Administrator	Status changed to 'Not Started'.	S

School Planning Team

LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LOUISVILLE ELEMENTARY SCHOOL (8020006) Public School - School Plan - Rev 0

Please identify all school planning team members, including titles. Section 1114(b)(2)

Drew Smith-Principal
Tareva Hill-Jenkins-Assistant Principal
Daphne Ward-Counselor
Tesha Cistrunk-Title Chairperson/Interventionist
Latoya Triplett-Teacher
Deshawnda McClendon-Special Education Teacher
Will Hill-Community Member
Tynneshia Armstrong-Parent/PTA President
Quamesha Davis, Parent/Parent of the Year

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Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school 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. For a Targeted Assistance Plan, please include the process for selecting students. Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

The Schoolwide Planning Team was developed in accordance with Title I requirements and includes parents, licensed and non-licensed staff, administrators, and other stakeholders responsible for implementing the Schoolwide Plan. The planning team provides leadership for the development, implementation, and ongoing evaluation of the schoolwide program and ensures that all stakeholders are provided meaningful opportunities to participate in the planning process. Parental involvement is a critical component of Title I; therefore, parents are actively included as members of the planning team and in decision-making activities.

The planning team used a comprehensive needs assessment to guide the development of the Schoolwide Plan. Data sources included surveys distributed annually to students, parents, teachers, and community members during March and April, as well as multiple measures of student achievement data, attendance data, behavior data, and other relevant academic and non-academic indicators. Upon completion of the needs assessment, the planning team analyzed and prioritized the data to identify strengths, areas of need, and root causes impacting student achievement. The results of the needs assessment were shared with stakeholders and discussed during meetings held in August, October, January, and April to ensure transparency and stakeholder input.

Based on the identified needs, the planning team collaboratively developed goals, strategies, and interventions designed to address academic gaps and support all students in meeting the challenging State academic standards. The Schoolwide Plan is implemented throughout the school year and is regularly monitored through ongoing review of student performance data, progress monitoring results, and stakeholder feedback. The planning team meets periodically to evaluate the effectiveness of implemented strategies and makes revisions to the plan as necessary to respond to student needs and ensure continuous improvement.

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Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2022-2023	**279**	**136**	**143**	**1**	**239**		**3**		**30**	**6**	**279**	**30**						
2023-2024	**274**	**141**	**133**	**2**	**239**		**3**		**22**	**8**	**274**	**33**						
2024-2025	290	142	148	3	253		5		20	9	252	42						

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2022-2023	**264.65**	**371.5**
2023-2024	**256.08**	**211**
2024-2025	276.74	

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Louisville Elementary School serves students in grades 3–5 in the Louisville Municipal School District in Louisville, Mississippi, a rural community in Winston County. The school enrolls approximately 300 students and serves a population with significant socioeconomic challenges, as evidenced by over 80% of students qualifying for free or reduced-price meals. The student body is predominantly African American, and the school operates with a lower-than-average student–teacher ratio, allowing for more individualized instruction. Community poverty levels are substantially higher than state averages, with child poverty rates in both the city of Louisville and Winston County exceeding those of Mississippi as a whole. As a rural area, Winston County faces limited access to services and resources, which further influences student needs and school operations. Academically, Louisville Elementary School's state assessment performance in English Language Arts and mathematics remains below Mississippi averages, reflecting the impact of concentrated poverty and limited local resources.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

The school serves a community whose economy is primarily supported by manufacturing, forestry, agriculture, retail, and healthcare, industries that often provide modest wages and contribute to economic instability for families. The primary employers for the community are Winston Plywood and Veneer, Taylor Machine Works, Wal Mart, Polo Custom Products, and Crystal Sky Travel Center and Casino. Additionally, the area has experienced repeated natural disasters, including a historic EF4 tornado in 2014 and more recent severe storms and flooding, which have disrupted the community and contributed to ongoing challenges with quality of living and infrastructure. Within this context, Louisville Elementary School plays a critical role in providing stability, targeted academic support, and equitable learning opportunities to ensure all students are supported in meeting Mississippi's challenging academic standards.

School Plan - Accountability Data

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Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	CSI	TSI	ATSI
2022-2023	☐	☑	☐
2023-2024	☐	☑	☐
2024-2025	☐	☑	☐

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Proficiency	42.30	44.50	30.00	44.80	48.10	34.00	57.80	76.50	52.00			
Growth All Students	65.80	54.90	38.00	69.60	59.60	49.00				100.00	100.00	99.00
Growth Low 25%	64.80	53.30	41.00	64.20	59.80	38.00						

	2022-2023	2023-2024	2024-2025
Accountability Grade	B	B	D
Total Points	409.20	389.10	281.00

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Proficiency																								
Growth All Students																								
Growth Low 25%																								

	2022-2023	2023-2024	2024-2025
Accountability Grade	Select...	Select...	Select...
Total Points			

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Reading/Language Arts/Literacy (Progress Monitoring Instrument)

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

	Kindergarten		1st Grade		2nd Grade	
Year	**BOY***	**EOY***	**BOY**	**EOY**	**BOY**	**EOY**
2022-2023						
2023-2024						
2024-2025						

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2022-2023	56.00	54.00	62.00				
2023-2024	48.00	52.00	69.00				
2024-2025	88.00	69.00	62.00				

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I

2022-2023	41.00	57.00	65.00				
2023-2024	48.00	44.00	49.00				
2024-2025	66.00	75.00	55.00				

Special Subject Areas (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2022-2023	40.40			
2023-2024	22.90			
2024-2025	48.00			

After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

Louisville Elementary School's MAAP results in ELA, math, and science reflect both statewide trends and local challenges, with overall proficiency levels significantly below Mississippi averages, particularly in ELA and math. Recent data indicate that fewer than one-third of students at Louisville Elementary are proficient in ELA, with math and science performance showing similar patterns of underperformance. While participation rates remain high, proficiency gaps persist across multiple years, suggesting that incremental progress has not yet translated into sustained academic gains. These outcomes are consistent with broader state trends of stagnation following the pandemic, but they are more pronounced at the school level.

Disaggregated data reveal substantial achievement gaps among student subgroups. Male students perform below female students in ELA, and economically disadvantaged students score well below their non-economically disadvantaged peers. Racial gaps are evident, with Black or African American students demonstrating lower proficiency rates than White students, though both groups remain below state expectations. The most significant gap is observed among students with disabilities, whose proficiency rates in ELA are markedly low, indicating a critical need for more effective differentiated instruction, inclusive practices, and targeted interventions. As a result, LES has been designated as a TSI school and receives funding for additional supports. While publicly reported data for English learners, homeless, migrant, military-connected, and foster children are limited due to small subgroup sizes, local needs assessment data and statewide trends suggest these students face additional barriers related to language acquisition, mobility, and access to consistent instructional support. Underlying causes contributing to low performance include gaps in foundational literacy and numeracy skills, inconsistent instructional alignment to Mississippi College- and Career-Readiness Standards, and limited capacity for timely, data-driven interventions. Chronic absenteeism and socioeconomic factors further impact student engagement and readiness to learn. Collectively, the comprehensive needs assessment data point to the need for strengthened Tier I instruction, expanded MTSS supports, focused professional development in evidence-based literacy and math practices, and intentional strategies to close subgroup achievement gaps while ensuring equitable access to high-quality instruction for all students.

The following indicators have been and will be used to monitor student achievement and identify students that may be at risk for academic failure:

- Promotion percentages for Good Cause students and LBPA data

- Quarterly progress monitoring using ELS benchmarks aligned to MAAP standards
- Attendance rate, discipline referrals, and suspension rates
- Failing grades
- Homeless, migrant, and foster care supports
- MTSS supports for ELL students
- 504/Dyslexia supports for students that qualify

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

Underlying causes contributing to low performance include gaps in foundational literacy and numeracy skills, inconsistent instructional alignment to Mississippi College- and Career-Readiness Standards, and limited capacity for timely, data-driven interventions. Chronic absenteeism and socioeconomic factors further impact student engagement and readiness to learn. Collectively, the comprehensive needs assessment data point to the need for strengthened Tier I instruction, expanded MTSS supports, focused professional development in evidence-based literacy and math practices, and intentional strategies to close subgroup achievement gaps while ensuring equitable access to high-quality instruction for all students.

Like most of the country, our students have been forced to learn in many new ways, settings, and with new resources. Adjustments have been made and are continuously being made still. Teachers analyze student work, scores, and data that is available constantly. This will continue. The Learning Forward Standards, as well as the State Board of Education Strategic Plan Goals are used in the planning, implementation, facilitation, follow-up, and evaluation of professional learning. These standards and goals are used collectively to increase educator effectiveness and improved results for all students.

Equity Foundations
The LMSD Curriculum Department and Professional Development Committee will develop the professional development plan based on the Professional Development Needs Assessment Survey that is given to ALL teachers. In addition, parents, families, and community members are encouraged to take the survey. The curriculum development will use the survey results, along with assessment data to determine professional development needs. From this, a district wide professional development plan will be developed. This is aligned to the State Board of Education strategic plan goals in that every student has the opportunity to graduate from high school. and is college and/or career ready. Culture of Collaborative Inquiry/Professional Learning Communities-Professional learning communities will be utilized to help teachers collaborate on how to improve instructional planning. Professional development will be provided on how to analyze data, set goals, examine student work, plan intervention supports, how to address learning loss, and train on standards-based strategy instruction. These plans explain shared planning blocks/periods for core subject area teachers so that they may collaborate/plan for student achievement as recommended in the Learning Community Standard of Learning Forward in that educators are engaged in collaborative learning within learning communities that are committed to continuous improvement and take a shared responsibility in improving learning for all. The professional development provided during PLC's will be centered around the MS College and Career State Standards utilizing the blueprints and scaffolding documents as instruction is planned and data evaluated. Modeling and co-teaching will be implemented to ensure effective implementation of all information from the professional learning communities. PLC's will work with lead teachers, Math and ELA instructional coaches, and interventionists to identify classroom resources that assist in the delivery of instruction which will lead to improved student outcomes. Implementation of the Learning Forward Standard is aligned to the State Board of Education strategic goal in the assurance that every school has effective teachers and leaders.

Leadership
The schools' professional development plan is also designed to mold/create leaders within every building and enhance leadership qualities that already exist throughout the district. Some professional development sessions are presented by some of the leaders within the schools. Administrators and/or teachers that attend professional development workshops outside of the LMSD become a part of professional development training within the district. For example, if a teacher attends a workshop on how to address the learning loss in ELA, he or she is asked to bring their training back to the district through school and/or district wide professional development. In addition, the administrators and teachers are responsible for professional development provided through the LMSD Summer Institute. This is utilizing the Leadership component of Learning Forward. Implementation of this Learning Forward Standard is aligned to the State Board of Education strategic goal in the assurance that every school has effective teachers and leaders.

Resources
Title I funds are used to address identified needs for professional development. Evaluations will be conducted and implementation plans will be completed at the the completion of all professional development sessions and the results will be used to improve selection and development of professional sessions. Professional development sessions will focus on issues that are relevant to LES. For example, the LMSD will provide on-going training for the current intervention program we are utilizing through administrators, teachers, instructional coaches, webinars, and/or on-site training. Up-to-date technology training will be provided by the company in which the technology was purchased. The LMSD will continue to monitor the programs used to provide interventions, enrichment, administer benchmarks, universal screening, etc. Educational consultants paid out of Title I funds will not only provide training at the school level but will provide training for the districts' instructional coaches. This is so that when the consultants have served their time in the LMSD, the instructional coaches can continue to provide support in regards to best practices. This is aligned to the State Board of Education Strategic Plan Goal that every child has access to a high quality early childhood program.

Equity Drivers
Planning for professional development is a collaborative process which involves the school board, administration, teaching/student support staff, and community representatives. All district personnel participate in the professional development program.

Data/Evidence
The professional development plans are created utilizing the parent, teacher, and student surveys given each spring. During weekly PLC's and scheduled district and school wide professional development, the instructional coaches will provide on-going training on how to analyze data. Utilizing this data is emphasizing the evidence component of Learning Forward in that professional learning increases educator effectiveness through analyzing evidence and data from multiple sources. That data, in return, is used to plan and monitor learning and assess its impact on students. Benchmark data and/or universal screening data is evaluated each nine weeks to determine the effectiveness of professional development based on student growth. The MS Educators Administrators Professional Growth System walk-through and formal observations will be used to evaluate all faculty of LES to ensure the effectiveness of professional development.

Learning Design
According to What Works Clearinghouse, an NCEE study provided evidence that professional development programs focused on improving teachers' content knowledge and their knowledge about content-specific pedagogy can produce significant gains in teachers' knowledge by the end of the year in which the professional development program was implemented. The studies also provide evidence that a one-year professional development program can improve some aspects of instructional practice. In this study, professional development was provided during a summer institute, school-year meetings, professional learning communities, and in-school coaching.

Implementation
The MS Educators and Administrators Professional Growth System walk-through and formal observations will be used to evaluate all faculty of LMSD to ensure the effectiveness of professional development. District administration as well as local school administration will conduct the TGR observations. A software program is utilized to conduct observations. This program is able to show areas of strengths and weaknesses at the teacher, school, and district level. The data collected from these observations will be used to drive professional development at the district and school level. Teachers will be observed formally and informally by administrators and/or instructional coaches to make sure they are implementing professional development training in the classroom. Teachers will set professional growth goals from administrators.

Outcomes/Curriculum, Assessment, and Instruction
The primary focus for the new school year training will be the alignment of instructional practices to the Mississippi College and Career Readiness Standards and providing effective interventions to close the achievement gap for under-performing students and those that have experienced learning loss. Participants in professional development will also continue to learn how to manage resources, involve parents in their children's education, and create student behaviors and teacher behaviors for effective instruction. Professional development will focus on how best to incorporate literacy into all content areas, create higher order thinking in Mathematics instruction, and use performance based assessments to measure student achievement. Effectiveness of implementation of units is measured by a universal screener and benchmark assessments. Teachers are encouraged to attend workshops with focused attention to teaching the standards. Teachers who attend state-wide workshops are then responsible for presenting information obtained at both the school and district level during

professional development days. Emphasis is placed on improving student accountability results through professional development. Accountability data is used to drive professional development. Areas of weaknesses are identified and then professional development is implemented based on these needs.

Outcomes/Reaching Each Student
At-risk reports, as well as students identified through universal screening, benchmark data, and EOY state assessment data, are evaluated through professional communities at each school. Professional learning communities will be utilized to help teachers collaborate on how to improve instructional planning. They will also be used to analyze data, set goals, examine student work, plan intervention supports, and train on standards based strategy instruction. Modeling and co-teaching will be implemented to ensure effective implementation of all information from the professional learning communities. PLC's will work with lead teachers, Math, and ELA instructional coaches and interventionists to identify classroom resources that assist in the delivery of instruction which will lead to the improved student outcomes for all students. The Outcomes Standard of Learning Forward is addressed as an educator that understands the context and conditions of all students and becomes an advocate for diverse students and families. This is evident through the evaluation of students identified as at-risk as well as parent/community surveys.

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Not Applicable

Not Applicable

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Out-of-School Suspensions

	2022-2023		2023-2024		2024-2025	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	97		152			
IEP	16	0.16	24	0.16		
EL	0	0	0	0		
Asian	0	0	0	0		
BLK/AA	94	0.97	139	0.91		
His/Lat	0	0	0	0		
NAM	0	0	0	0		
NH/PI	0	0	0	0		
White	0	0	9	0.06		

1. What specific discipline issues, if any, impact student achievement/growth?

Discipline reports at Louisville Elementary School indicate that classroom disruption and peer attention-seeking behaviors account for the majority of discipline referrals. These behaviors are often developmentally typical for students in grades 3–5 but are intensified by the school's broader context of high poverty, rural isolation, and community stressors, including economic instability. Students frequently exhibit off-task behaviors, excessive talking, and difficulty sustaining attention, which interfere with instructional time and negatively impact overall classroom climate and academic engagement.

Given the high concentration of economically disadvantaged students, these behavioral patterns suggest a need for consistent, schoolwide behavioral expectations, proactive classroom management strategies, and increased social-emotional supports. Addressing peer-driven disruptions through positive behavior interventions, explicit instruction in self-regulation, and relationship-building strategies will help reduce lost instructional time and support improved academic outcomes. Strengthening these approaches is essential to ensuring that all students at Louisville Elementary School are able to access high-quality instruction and make progress toward meeting Mississippi's challenging academic standards.

2. Name specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Louisville Elementary School's current administration has prioritized consistency in discipline and adherence to district policies and procedures, resulting in a notable decrease in out-of-school suspensions. This year, the school has focused on identifying students who require targeted behavior interventions to further reduce suspensions and support academic engagement. The implementation of a well-managed In-School Reassignment (ISR) class has provided a

structured environment for students to correct behavior without missing instructional time. Classroom teachers actively reinforce positive behaviors through incentive systems, and the school counselor collaborates with the behavior team and outside agencies to address student needs proactively.

Teachers and staff regularly discuss student behavior during Professional Learning Communities (PLCs), share strategies to reduce disruptions, and review weekly updates to monitor progress. Administration uses discipline data from SAM to identify classrooms needing additional support or professional development in behavior management. Students exhibiting excessive behavioral challenges are screened by the MTSS director and referred to the school's MTSS team, which develops Tier II and Tier III interventions tailored to individual needs. Referrals to the district behavioral specialist are utilized when necessary. Additionally, LES has embedded social-emotional learning (SEL) within the curriculum and maintains a school-wide PBIS program, reinforcing positive behaviors and ensuring that all students, particularly those at risk, are supported in remaining engaged and on track academically. during the current 2025-2026 school year, LES has achieved Tier I Model Site status for PBIS with REACH MS.

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Louisville Elementary School maintains a proactive and structured approach to student behavior, using data-driven practices and multi-tiered supports to address the needs of all students. Teachers submit feedback based of of classroom behaviors, allowing the school's Behavior Committee to identify at-risk students, align supports, and monitor progress. Students requiring additional interventions are referred through the MTSS framework, with fidelity of implementation monitored by school administrators. The school benefits from the expertise of a district behavioral therapist and behavioral interventionists, and utilizes free social-emotional learning (SEL) curricula to support positive behavioral outcomes. Students identified under IDEA receive individualized support through IEPs, which include annual goals, accommodations, modifications, supplemental services, and Least Restrictive Environment determinations to address behavioral or academic deficits.

Behavior supports at LES are delivered through a tiered approach: Tier One instruction is ensured through teacher evaluations for effective classroom management, Tier Two interventions are created collaboratively by teachers and the MTSS team, and Tier Three interventions are designed and implemented by the district behavioral specialist, often following Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). School-wide strategies include clearly posted and practiced classroom rules, a PBIS program, and consistent parent engagement through ParentSquare, parent conferences, weekly PLC meetings, and monthly MTSS reviews. This comprehensive system ensures that behavioral needs are addressed early and systematically, reducing disruptions, supporting academic growth, and keeping students engaged in school.

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1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

At Louisville Elementary School, instructional practices are designed to strengthen the academic program, maximize learning time, and provide an enriched, well-rounded curriculum for all students. Teachers implement high-quality instructional materials (HQIM) aligned to Mississippi College- and Career-Readiness Standards, ensuring rigorous and coherent content across grade levels. Instruction is guided by the Fundamental Five strategies, which emphasize effective instructional practices including: framing the lesson that is aligned with MCCRS standards, teacher movement in the "power zone", frequent small group learning and conversations, recognizing and reinforcing success, and writing critically in all subjects. These strategies support active engagement, deepen understanding, and allow teachers to adjust instruction in real time to meet student needs.

To increase the amount and quality of learning time, LES incorporates differentiated instruction, small-group interventions, and targeted enrichment opportunities, ensuring that students receive additional support or accelerated content based on individual learning needs. Programs such as extended learning sessions, intervention within the school day, and enrichment rotations provide opportunities for remediation and acceleration, while also exposing students to a broad curriculum that includes literacy, mathematics, science, and social studies. LES also supports student learning through providing a 1:1 ratio of students and chromebooks as well as public hotspots for all students and their families, ensuring equal access to online resources and supports. Through these methods, Louisville Elementary fosters a learning environment that is rigorous, engaging, and responsive, supporting all students in achieving academic success and ensuring access to a well-rounded education.

2. Describe the evidence-based strategies that will be implemented to 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. Please provide the activities to be implemented 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. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

At Louisville Elementary School, evidence-based strategies are implemented to support all students, with a focus on those at risk of not meeting Mississippi’s academic standards. Teachers use data from universal screening, benchmark assessments, and progress monitoring to identify students’ individual needs and provide targeted interventions through small-group instruction, differentiated lessons, and computer-based learning programs. At-risk students are supported through the MTSS framework, including Tier II and Tier III academic and behavioral interventions designed by teachers, instructional interventionists, and district specialists. The school also addresses non-academic needs through a school-wide social-emotional learning (SEL) curriculum, counseling services, mentoring, and behavioral support from district therapists and Community Counseling. Progress is regularly monitored during PLC and MTSS meetings, and interventions are adjusted to ensure fidelity and effectiveness. Technology, including interactive boards and one-to-one Chromebooks, is used to enhance learning and provide equitable access, helping all students engage fully in rigorous, well-rounded instruction.

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

NA

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2022-2023	27	27	0	0	6	0.00	1.00	12.00	19.00
2023-2024	27	27	0	0	7	0.00	1.00	20.00	6.00
2024-2025	27	27	0	0	5	0.00	3.00	19.00	5.00

1. Describe the evidence-based professional development that will be implemented to 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. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

At Louisville Elementary School, professional development provides evidence-based strategies to support all students, particularly those at risk of not meeting Mississippi's challenging academic standards. Staff receive ongoing training on high-quality instructional materials (HQIM), the Fundamental Five strategies, MTSS implementation, progress monitoring, differentiated instruction, and effective use of technology including one-to-one Chromebooks, interactive boards, and web-based programs for remediation, enrichment, and acceleration. Professional development also addresses social-emotional learning (SEL), PBIS, and behavioral management, enabling teachers to support both academic and non-academic needs. Learning is reinforced through grade-level and subject-area PLCs, coaching from district specialists, and collaboration with behavioral therapists, ensuring strategies are applied with fidelity and student progress is monitored. Professional development is scheduled annually, with the district Director of Curriculum and Instruction gathering feedback from teachers and administrators to tailor training to school needs, equipping staff to provide rigorous, individualized instruction and promote academic, behavioral, and social-emotional success for every student.

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

At Louisville Elementary School, teachers, paraprofessionals, and other staff participate in ongoing professional development to improve instruction and the use of data from academic assessments. Training focuses on high-quality instructional materials (HQIM), the Fundamental Five strategies, differentiated instruction, and data-driven decision making, including analysis of universal screenings, benchmark assessments, and progress monitoring to target interventions for students at risk of not meeting state standards. Staff collaborate in grade-level and subject-area PLCs, supported by instructional coaches, MTSS coordinators, behavioral specialists, and contracted educational consultants in math, science, and reading. Paraprofessionals assist with small-group instruction, technology-based learning, and classroom interventions, while SIG funds provide additional supports for students with disabilities in reading. These coordinated activities ensure that all staff can effectively use data to strengthen instruction and provide targeted support for student success.

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

At Louisville Elementary School, activities to recruit and retain effective teachers, particularly in high-need subjects such as math, science, and special education, focus on creating a supportive and collaborative professional environment. The school partners with the district to advertise openings widely, provide mentorship for new teachers,

and offer ongoing professional development in high-quality instructional materials, data-driven instruction, and classroom management strategies. LES partners with Mississippi State University to provide field experience opportunities for prospective teachers. Teachers are supported through coaching from instructional specialists, collaboration in PLCs, and access to curriculum and intervention resources, which helps improve instructional effectiveness and job satisfaction. Additional incentives, including access to educational consultants, specialized training, and opportunities for career growth, are provided to attract and retain highly qualified educators in areas of greatest need, ensuring that all students have access to skilled and effective instruction.

LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LOUISVILLE ELEMENTARY SCHOOL (8020006) Public School - School Plan - Rev 0

1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

Louisville Elementary School actively involves parents and family members in the development, implementation, and evaluation of the schoolwide plan. The school hosts Title I planning meetings twice a year, as well as PTA meetings and surveys, to gather parent input on the effectiveness of programs, use of Title I funds, and the Parental Involvement Policy and Compact. Parents also provide feedback through spring surveys on the school website and during school events, and their input is reviewed by the Title I committee to inform planning and revisions. Software-based communication system aids in translation for parents of EL students. This improves communication and engagement between schools and families.

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

To improve student achievement and school performance, the school communicates regularly with families through newsletters, calendars, flyers, social media, phone calls, local newspaper publications, and radio announcements. Parents are invited to participate in open houses, parent-teacher conferences, awards ceremonies, PTA events, classroom activities, and special assemblies, and they can request conferences at any time. The school also uses software-based communication systems for emergency and informational updates. EL parents and families are supported through a software-based communication system that translates messages, announcements, alerts, etc. This improves communication and engagement between schools and families whose first language is not English.

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

LES conducts and open house for parents at the beginning of school. Parents may call for a conference if they are unable to attend or if they desire a conference. Parents are welcomed at the school through Parent-Teacher conferences, Awards Day ceremonies, and PTA events like movie night and winter formal. Parents are invited to many special activities in the classrooms and special assembly programs. A software based communication program enables the district to deliver messages for both emergency and informative communication. In addition, the communication program aids in translation for parents of EL students. This improves communication and engagement between schools and families whose first language is not English.

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

Louisville Elementary ensures the plan is clear, understandable, and accessible, providing information in a format that parents can comprehend, including translation when feasible. The Title I committee annually evaluates the plan, analyzing program effectiveness and making necessary adjustments to address student needs and strengthen family engagement. All results and programs are presented to parents and discussed at PTA meetings. These efforts have contributed to increased parent participation and support for both academic and social-emotional growth. EL parents and families are supported through a software-based communication system that translates messages, announcements, alerts, etc. This improves communication and engagement between schools and families whose first language is not English.

School Plan - Prioritized List of Needs

LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LOUISVILLE ELEMENTARY SCHOOL (8020006) Public School - School Plan - Rev 0

1. Summarize successes your school has experienced and why.

Louisville Elementary School has experienced several notable successes that reflect the effectiveness of its instructional and schoolwide efforts. Our school was recognized by the Lieutenant Governor of Mississippi for an excellent attendance rate, highlighting the success of strategies focused on student engagement, consistent communication with families, and positive incentives that promote regular school attendance. Improved attendance has directly supported increased instructional time and stronger academic engagement for students.

In addition, LES has seen positive benchmark assessment results, demonstrating growth in student learning and progress toward meeting Mississippi's academic standards. These gains reflect the impact of aligned instruction, targeted interventions, and the use of data to inform teaching and learning. The school also achieved Tier I Model Site status through REACH MS, recognizing high-quality Tier I instruction and effective implementation of evidence-based instructional practices. This designation affirms that LES is providing strong core instruction for all students and establishes the school as a model for instructional excellence within the district and state.

2. Summarize challenges your school has experienced and why.

MAAP assessment results from the previous school year indicate that Louisville Elementary School, along with other schools, is facing challenges in teaching college- and career-ready standards in ELA and Math at the assessed rigor. To address this, LES prioritizes ongoing professional development and expanding the instructional coaching team with outside consultants to strengthen Tier I instruction. MDE has assigned LES a literacy coach to assist and train where needed to improve instructional practices. The school is implementing high-quality instructional materials (HQIM) across all grades and subjects to improve student outcomes and close performance gaps compared to state averages. Also, with SIG funds we are implementing additional intervention services for our students with disabilities.

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

Louisville Elementary's priority needs center on improving both growth and proficiency for all learners, with a particular emphasis on closing achievement gaps among identified subgroups. Increasing the academic growth of all students remains a primary focus, ensuring that every learner makes measurable progress from their individual starting point. At the same time, targeted efforts are needed to accelerate growth for subgroups, including students with disabilities and Lowest Performing Students, through intentional interventions, differentiated instruction, and ongoing progress monitoring. In addition to growth, increasing overall student proficiency is essential to ensure that students are meeting or exceeding grade-level expectations. By addressing growth and proficiency simultaneously, the school aims to create equitable learning opportunities, strengthen instructional practices, and support long-term academic success for every student.

b. College and Career Readiness

NA

c. School Climate and Culture

NA

d. Curriculum and Instruction

Louisville Elementary's priority needs in this category focus on strengthening instructional effectiveness through intentional use of time, professional learning, and data-driven practices. Protecting instructional time is essential to ensure that students receive consistent, uninterrupted access to high-quality teaching and learning experiences. Ongoing professional development on high-quality instructional materials (HQIM) and effective strategies for utilizing these materials in daily instruction will support teachers in delivering rigorous, standards-aligned lessons. In addition, aligning HQIM with standardized test preparation will help ensure coherence between classroom instruction and assessment expectations, reinforcing skills and concepts students need to demonstrate proficiency. Finally, systematically analyzing universal screener and benchmark data will allow staff to identify specific areas of need, target instruction and interventions more effectively, and monitor progress to drive continuous improvement.

e. Professional Development

Louisville Elementary's priority needs in this category emphasize the use of data-informed practices and supportive learning environments to address academic gaps and improve student outcomes. Using student data to guide instructional decisions and targeted interventions is essential for meeting individual learning needs and ensuring timely support for all students. Strengthening classroom management practices, along with a focus on social-emotional learning (SEL), will help create structured, positive environments where students feel safe, engaged, and ready to learn. In addition, addressing learning gaps in English Language Arts (ELA) remains a critical priority, requiring intentional instructional strategies, targeted interventions, and ongoing progress monitoring to support literacy development and improve overall achievement.

f. Parent and Family Engagement

NA

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

Federal funds are used to supplement—not supplant—state and local funds in order to strengthen and enhance the educational programs already in place at Louisville Elementary School. LES, in collaboration with the Louisville Municipal School District (LMSD), maintains strong partnerships with a variety of programs and initiatives that support our shared vision of providing the highest quality education possible and our mission to "Prepare young minds to believe, achieve, and succeed."

Title I funds play a critical role in addressing identified student needs by allowing the school to provide additional academic and social-emotional supports beyond what state and local resources alone can offer. These funds are used to employ an additional interventionist and a certified teacher who provide targeted instruction and individualized support to help students close learning gaps and achieve grade-level expectations. Title I funding also supports the implementation of the STOP-IT app, which serves as a proactive tool for bullying prevention, student safety, and suicide awareness by allowing students to report concerns anonymously.

In addition, federal funds ensure that all students at LES are able to participate in free breakfast and lunch programs, removing barriers to learning by addressing basic nutritional needs. By supporting both academic and non-academic services, federal funding allows LES to create a safe, supportive, and equitable learning environment where every student has access to the resources needed for success.

LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LOUISVILLE ELEMENTARY SCHOOL (8020006) Public School - School Plan - Rev 0

Plan Items ( )

G 1) District-Level: All Assessed Areas - **School-Level: All Assessed Areas**

Description:

District-Level: All students proficient and showing growth in all assessed areas

Performance Measure:

District-Level: 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

S 1.1) District-Level: Implement the MS College and Career Readiness Standards - **School-Level: Implement the MS College and Career Readiness Standards**

Description:

District-Level: 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

AS 1.1.1) Elementary Programs

Description:

Provide teachers, paraprofessionals, interventionists, technology, equipment, dues/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:

9/30/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	sal/ben, vir lic, equip	$162,510.00

AS 1.1.2) Professional Learning Activities

Description:

Provide high quality evidence-based professional learning. Provide observation, growth, and leadership opportunities to increase teacher and leader quality, effectiveness, and knowledge. Provide training that improves instructional practices and student achievement for all students.

Benchmark Indicator:

Increase all areas of accountability by 5 points

Person Responsible:

Principal

Estimated Completion Date:

9/30/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	PD academic instructional areas	$41,000.00

S 1.2) District-Level: Data Collection & Analysis

Description:

District-Level: 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.

G 2) District-Level: Graduation - **School-Level: Graduation**

Description:

District-Level: Every Student Graduates from High Schoool and is Ready for College and Career

Performance Measure:

District-Level: 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.

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

Description:

District-Level: 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.

S 2.2) District-Level: Promote effective parental and family engagment - **School-Level: Promote effective parental and family engagment**

Description:

District-Level: 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)

Benchmark Indicator:

Increase positive responses on stakeholder surveys by 5%.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A	Supplies for safe & healthy schools	$2,433.34

G 3) District-Level: Academic Outcomes - **School-Level: Academic Outcomes**

Description:

District-Level: Every School and District is Rated "C" or Higher

Performance Measure:

District-Level: 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.

S 3.1) District-Level: Promote effective parental and family engagment - **School-Level: Promote effective parental and family engagment**

Description:

District-Level: 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:

The school will conduct programs, activities, and strategies to promote effective parental and family engagement 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 improve achievement of children.

Benchmark Indicator:

Increase positive responses on stakeholder surveys by 5%.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Communication software, parental engag. supplies	$3,477.50

G 4) District-Level: World-Class Data System

Description:

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

Performance Measure:

District-Level: Increase availability of quality data to drive decisions to improve student outcomes

S 4.1) District-Level: Data Collection & Analysis

Description:

District-Level: 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.

School Plan Related Documents

LOUISVILLE MUNICIPAL SCHOOL DIST (8020) Public District - FY 2026 - LOUISVILLE ELEMENTARY SCHOOL (8020006) Public School - School Plan - Rev 0

Required Documents
This page is currently not accepting Related Documents.