	School Address: 1905 Spencer Ave. Monroe, La 71201		
Lexington Elementary School	Grade Span: PK-2		
	School Mission: At Lexington Elementary, we believe every child matters, every child deserves a voice, and every child can succeed. Through strong Relationships, shared Responsibility, and a commitment to Results, we provide a safe and nurturing environment where students grow academically, socially, and emotionally. We inspire a love of learning, encourage students to reach their full potential, and prepare them with the strong foundation they need for the road ahead. At Lexington, our Tigers learn to be respectful, responsible, and proud as they earn their stripes each day. Once a Tiger, Always a Tiger!		
Title I Schoolwide Plan	School Goal: By the end of the 2026–2027 school year, Lexington Elementary will increase the percentage of K–2 students scoring At or Above Benchmark on DIBELS from 87% to 90% and increase the student growth measure from 85.5% to 88%, resulting in improved literacy achievement and overall School Performance Score (SPS).		
2026-2027			

School Improvement Team

Name	Role
Dr. Heather Kennedy	**Principal**
Mrs. Katherine Flowers	**Administrator**
Mrs. Shanette Armstrong	**Administrator**
Mr. Dexter Houston	**Administrator**
Mrs. Ashlie Antis	**Teacher**
Mrs. Mooneen Rachal	**Teacher**
Mrs. Amanda Volentine	**Teacher**
Mrs. Savateer Dhaliwal	**Parent**
Mrs. Michelle Thompson	**Parent**

SIP REVIEW MEETING DATES
#1 August 10, 2026
#2 November 2026
#3 January 2027
#4 May 2027

Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools **School Year: 2026-2027**

Schoolwide Plan ESEA/ESSA Monitoring Checklist	
Comprehensive Needs Assessment	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: Prior Year SPS and School Grade Parent Survey Data Data Collection Summary and Prioritized Needs
Strategies for Improvement	strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and '' include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)].
Student support services	Student support services to address academics as well as student wellbeing through activities such as counseling and mentoring programs to improve students' skills outside of academics;
Student opportunities	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
Multi-tiered Systems of Support	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
Professional Development	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and
Student Transition	Activities to provide effective Student Transition to assist students from preschool to kindergarten, elementary to middle school, and/or middle to high school.
	***Schools must provide student assessment results and an interpretation of the results in a language that parents can understand.

Summary of Comprehensive Needs Assessment

*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.

Areas of Strengths	Data to Support Claim
1. Strong K–2 literacy achievement	87% of students scored At or Above Benchmark on EOY DIBELS in 2025–2026.
2. Strong student growth in literacy	Lexington achieved an 85.5% DIBELS student growth measure for 2025–2026.
3. Strong mathematics achievement	86% of students demonstrated proficiency on the 2025–2026 district-created EOY math assessment.
4. Positive and responsive school-family relationships	95.2% of families reported that school staff respond promptly to calls, emails, or notes; 92.1% reported feeling welcomed at school.
5. Decreasing student retention	The overall retention rate decreased from 6.6% in 2024–2025 to 5.6% in 2025–2026. First-grade retention decreased from 3.75% to 2%, and second-grade retention decreased from 3.5% to 1.4%.

Areas of Improvement	Data to Support Claim
1. Increase K–2 literacy proficiency and student growth	87% of students scored At or Above Benchmark on EOY DIBELS. The school goal is 90% proficiency and an increase in the student growth measure from 85.5% to 88%.
2. Close early literacy gaps, particularly in Kindergarten	Kindergarten BOY DIBELS data show 56% of students scoring At or Above Benchmark, identifying a need for strong core instruction, targeted intervention, and progress monitoring.
3. Increase mathematics proficiency	86% of students demonstrated proficiency on the 2025–2026 district-created EOY math assessment, leaving 14% of students not yet proficient. The school goal is 90% proficiency.
4. Reduce discipline referrals and suspensions	During 2025–2026, Lexington recorded 76 discipline referrals involving 27 students, 76 ISS/OSS suspensions, and 1 expulsion.
5. Increase meaningful family participation in school activities	Parent survey data indicate families want additional school-wide and academic/STEM engagement opportunities. Survey responses also identified scheduling and awareness of opportunities as barriers to participation.

Prioritized Needs: Prioritized Student Performance Needs

Priority	Grade Level Focus for	
1. Increase DIBELS literacy proficiency and student growth.	K–2	
2. Close early literacy gaps through strong foundational skills instruction and targeted intervention.	Kindergarten	
3. Increase mathematics proficiency on the district-created EOY assessment.	K–2	
4. Reduce the impact of behavioral concerns on student learning through PBIS, restorative practices, and targeted supports.	K–2	
5. Strengthen family engagement in supporting student academic achievement at home and school.	PK–2	

Prior Year Data

School SPS

Achieve	87%	
Grow	85.50%	Unofficial
Thrive (HS Only)		
Overall SPS	Waiting on official results	

Retentions

Grade	2023-2024			2024-2025			2025-2026		
Grade Bands of your Campus	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
PK	91	0	0	92	0	0	94	0	0
K	163	21	13%	165	26	15.80%	168	25	14.90%
1st	146	7	4.80%	160	6	3.75%	148	3	2%
2nd	157	11	7%	144	5	3.50%	145	3	1.40%
Total	557	39	6.30%	561	37	6.60%	555	31	5.60%

LEAP Student Demographic Data

We are not LEAP tested.

ELA Economically Disadvantaged

2024-2025

54.2% of students are Economically disadvantaged.

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

ELA Non-Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

Math Non-Economically Disadvantaged												
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)								

Summary of Parent Survey Data

Title I Parent Survey		**Distribute Survey Oct. 2nd, Jan. 6th, & May 3rd**		
Here is a sample of questions that are asked on the survey:				
Which school does your child attend?				
How often do you receive communication from the teachers at your child's school?				
Do you feel informed when it comes to making decisions about your child's schooling?				
Are you satisfied with the services provided by the school to help you support your child academically?				
Does your child's school give you the opportunity to be involved in your child's learning?				
Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?				
Select how you would like to see parental involvement funds used. (dropdown options)				
Select the topics you would like to receive more information about. (dropdown options)				
What ways can parental engagement be strengthened at your child's school?				
Strengths				
	Parent Survey	Data Sources		
1	School staff are responsive to families	95.2% of families agreed or strongly agreed that calls, emails, or notes are answered promptly.		
2	Parents feel welcomed and valued at Lexington	92.1 % of families agreed or strongly agreed that they feel welcome when visiting the school and 90% said the school values their input.		
3	Families feel supported with their child's learning	93.7% of families agreed or strongly agreed that the school provides information to help them support learning at home. Additionally 92% of families agreed that their child receives additional academic help when needed and 90% of families stated they know the academic standards their child is expected to meet.		
Improvements				
	Parent Survey	Data Sources		
1	Remove barriers to family participation and increase awareness of opportunities	17% of Families identified scheduling conflicts as something that limits participation.		
2	Increase opportunities for families to participate in school activities and events	48% of families would like more opportunities to participate in more school related activities (reading and STEM night)		

3	Increase awareness of opportunities to participate	17% of families identified they would like more awareness of the opportunity to participate in school events.		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

By the end of the 2026–2027 school year, Lexington Elementary will increase the percentage of K–2 students scoring At or Above Benchmark on DIBELS from 87% at EOY 2025–2026 to 90% at EOY 2026–2027, while increasing the DIBELS student growth measure from 85.5% to 88%.

OBJECTIVES (Up to 3)

Objective 1: EOY 1st and 2nd Grade Dibels data will demonstrate an increase in students scoring at benchmark from 87% (EOY 25/26) to 90 % (EOY 26/27).

Objective 2: EOY K Dibels data will demonstrate an increase in students scoring at benchmark from 56% (BOY) to 90 % (EOY).

Objective 3: EOY K-2 Dibels data will demonstrate an increase in the student growth measure from 85.5% (EOY 25/26) to 88% (EOY 26/27)

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Provide daily explicit foundational literacy instruction aligned to grade-level standards.	Principal, Assistant Principal, Curriculum Coordinator, Literacy Coach, Classroom Teachers	Aug. 2026–May 2027		
After receiving MOY data, provide 45 minutes of daily targeted intervention with ancillary teachers for the bottom 25% of students identified through DIBELS data.	Ancillary Teachers, Teachers, Administration	Dec. 2026- May 2027	$500 for additional small group materials	Title 1
Provide targeted small-group instruction for all students based on progress monitoring and MOY data.	Principal, Assistant Principal, Curriculum Coordinator, Literacy Coach, Classroom Teachers	Aug. 2026–May 2027	$5,000 for additional materials for classroom teachers	Title 1
Progress monitor students regularly and adjust intervention groups based on DIBELS data	Principal, Assistant Principal, Curriculum Coordinator, Literacy Coach, Classroom Teachers	Aug. 2026–May 2027	$0	
Conduct data-driven PLCs to analyze DIBELS progress monitoring and MOY data	Principal, Assistant Principal, Curriculum Coordinator, Literacy Coach, Classroom Teachers	Aug. 2026–May 2027	$0	
Family Literacy Night- for parents to meet with teachers and understand their child's progress and receive materials to support learning at home.	Principal, Assistant Principal, Curriculum Coordinator, Literacy Coach, Classroom Teachers	January 2026	$650- 450 for supplies and $200 for light refreshments	Title 1
Spanish Teacher to support increasing English Language Learners and their Families	Principal, Assistant Principal and Spanish Teacher	Aug. 2026–May 2027	$500 for materials and supplies	Title 1

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.				
By the end of the 2026–2027 school year, Lexington Elementary will increase the percentage of students passing the district-created EOY math assessment from 86% to 90%.				
OBJECTIVES (Up to 3)				
Objective 1: By EOY 2026–2027, 90% of students will demonstrate proficiency on the district-created EOY math assessment, increasing from 86% in 2025–2026.				
Objective 2: Teachers will use classroom assessments and available district/state numeracy data to identify student skill deficits and provide targeted small-group instruction throughout the school year.				
Objective 3: Teachers will analyze math assessment data during PLCs to monitor student progress and adjust instruction throughout the 2026–2027 school year.				
ACTIVITY/STRATEGY	**Responsible Person**	**Start/Completion Date**	**Estimated Cost**	**Funding Source**
Provide daily standards-aligned math instruction using the district-adopted curriculum	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	$0	
Provide targeted small-group math instruction based on Numeracy Data and district proficiency exams	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	$2000 for materials and supplies	Title 1
Conduct data-driven PLCs to analyze math data and adjust instruction.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027		
STEAM night to provide families with math, science and art activities and resources to support learning at home.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Spring 2027	$650- 450 for supplies and $200 for light refreshments	Title 1

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: By the end of the 2026–2027 school year, 90% of students will demonstrate proficiency on the district-created EOY Science and Social Studies assessments.

OBJECTIVES (Up to 4)

Objective 1: By EOY 2026–2027, 90% of students will demonstrate proficiency on the district-created EOY Science assessment.

Objective 2: By EOY 2026–2027, 90% of students will demonstrate proficiency on the district-created EOY Social Studies assessment.

Objective 3: Teachers will implement standards-aligned Social Studies instruction that incorporates informational text, academic vocabulary, and critical thinking throughout the 2026–2027 school year.

Objective 4: Teachers will implement standards-aligned, hands-on, inquiry-based Science instruction throughout the 2026–2027 school year.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Provide daily standards-aligned Science instruction using the district-adopted curriculum.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	$0	
Use classroom assessments and district proficiency exams to monitor student progress and identify skill deficits.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	$0	
Purchase supplemental materials for hands on learning in science	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	$1000 for materials and supplies	Title 1
Conduct data driven PLCs to analyze Science data and adjust instruction	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	$0	
STEAM night to provide families with math, science and art activities and resources to support learning at home.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Spring 2027	$650- 450 for supplies and $200 for light refreshments	Title 1

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Parental Engagement Strategy

OBJECTIVES (Up to 2)

Objective 1: Increase parent participation in school-wide family engagement activities by providing a variety of academic and family-centered events throughout the 2026–2027 school year.

Objective 2: Provide parents with resources and learning opportunities to support literacy, math, science, and social studies achievement at ho

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Host family engagement events, including literacy, STEAM, and school-wide family activities.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	$1300- Supplies and Materials and light refreshments	Title 1
Provide families with take-home academic activities and resources aligned to grade-level skills.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	$2000 Activities and Materials	Title 1
Offer family events at varied times when possible to reduce scheduling barriers.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	For scheduled school events (TBA)	$0	
Communicate family engagement opportunities through school messages, social media, flyers, and teacher communication.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	$0	
Provide parent learning opportunities that model strategies families can use to support learning at home.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	Included in Literacy and STEAM night budget	Title 1
Collect parent feedback through event surveys and school-wide surveys to guide future activities.	Principal, Assistant Principal, Curriculum Coordinator, Classroom Teachers	Aug. 2026–May 2027	$0	

Part C: Student Support Services

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged		Students with Disabilities		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Resource Services		
Progress Monitoring		Inclusion		
After School Tutoring Programs		Progress Monitoring		
Summer Enrichment Programs		Acceleration/RTI – In-school		
Race/Ethnicity/Minority		**English Learners**		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school		
Progress Monitoring		Progress Monitoring		
After School Tutoring Programs		Summer Enrichment Progran		
Foster and Homeless				
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				
Progress Monitoring				
Excused Absences for court, etc.				
School uniforms, supplies, etc.				

Part C: Student Support Services (SEL) Social Emotional Learning

By the end of the 2026–2027 school year, Lexington Elementary will improve student social-emotional well-being and behavior by implementing consistent schoolwide PBIS, restorative practices, and targeted student supports.				
Activity/Strategy	**Responsible Person**	**Start/Completion Date**		

Revamp and Implement schoolwide PBIS by teaching and reinforcing behavior expectations and recognizing students for positive behavior.	Administration and PBIS Team	Aug. 2026–May 2027		
Use restorative practices to address behavioral concerns through reflection, problem-solving, relationship-building, and reteaching expectations.	PBIS Team and Dean of Students	Aug. 2026–May 2027		
Provide targeted social-emotional and behavioral supports through counseling, mentoring, check-ins, and individualized interventions for students identified through behavior, discipline, and attendance data.	PBIS Team and Office of Student Welfare and Attendance (Dr. Bush and Angela Casson	Aug. 2026–May 2027		

Part D: Student Opportunities *(High School Only)*

Provide a description of school-wide improvement strategies the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.

Postsecondary Education Credit

	# of students	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Advanced Placement						
Dual Enrollment						
Business: Industry Based Credentials						
Health Sciences: Industry Based Credentials						
Architecture and Construction: Industry Based Credentials						
Manufacturing: Industry Based Credentials						

Part E: Multi-Tiered Systems of Support (MTSS)

MTSS: Screening and progress monitoring; Evidence-based Instruction and Intervention; Data-based Decision Making; Tiered Interventions; Teaming
Link your School Behavior-Mental Health Mapping Tool
Goal for Behavior: By the end of the 2026–2027 school year, Lexington Elementary will reduce discipline referrals and ISS/OSS suspensions by 50%, from 76 to 38 or fewer, through consistent implementation of PBIS, restorative practices, and targeted behavioral supports.
Behavior Goal (needed/urgent intervention)
2025-2026 Data
Number of Suspension ISS/OSS- 76
Number of Referrals-76 (27 Students received referrals)
Number of Expulsion- 1
Goals for 2026-2027
1. Implement PBIS schoolwide by explicitly teaching behavior expectations and consistently recognizing and rewarding positive behavior.
2. Utilize restorative practices to address behavioral concerns through reflection, problem-solving, relationship-building, and reteaching expectations.
3. Provide targeted interventions for students with repeated referrals through mentoring, check-ins, counseling, behavior plans, and parent collaboration.
4. Review discipline data monthly to identify trends, repeat behaviors, and students needing additional support.
5. Provide staff training and support on PBIS, restorative practices, classroom management, and consistent school wide behavior expectations.

Part F: Professional Development

ILT - Instructional Leadership Team

Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned to the vision and needs. Stakeholders should include, at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.

ILT Weekly Meeting (day, time, place) Friday, 10 a.m. in main office

ILT Member Dr. Kennedy, Principal

ILT Member Mrs. Flowers, Asst. Principal

ILT Member Mrs. Armstrong, Curriculum Coordinator

ILT Member Mr. Houston, Dean of Students

ILT Member Mrs. Stark, Literacy Coach

PLCs - Add/edit charts to display all PLCs at your school.

https://docs.google.com/document/d/1vMoy4xbvlml7Oj64E0mCZeo-Sj7W1Gas/edit?usp=sharing&ouid=104006378297167103711&rtpof=true&sd=true		**PLC Teams consist of All Administrators and Grade Level Teams; Teacher Collaboratives are meetings that Teachers lead with their grade levels; Elevated PLCs are teacher led PD for all faculty.**		

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
Behavior and De-escalation Strategies	TBD	Dr. Jason Mixon	Dr. Kennedy	Staff will demonstrate increased use of effective behavior management and de-escalation strategies, contributing to a 50% reduction in discipline referrals and ISS/OSS suspensions by the end of the 2026–2027 school year.

Part G: Student Transition				
This should include your plan to successfully transition students from the grade bands indicated below				
Transition Activities: Select all that apply:				
__X_Pre-K	__X_ Kindergarten			
_X__2nd Grade to 3rd Grade	___High School to Careers/College			
___Elementary to Middle School	___Middle School to High School			

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Special beginning of the year schedules for PK and K students- Day 1- Meet the teacher, Day 2- PK/K Girls Only, Day 3- PK/K Boys Only, Day 4- All students in building	Administration Team to make schedule	May 2027	$0	
2nd Grade students will visit Sallie Humble Elementary in the Spring Semester after LEAP Testing	Administration Team at Lexington and Sallie Humble	April 2027	$0	Mrs. Anderson took care of the bus costs last school year.

Title I Schoolwide Plan

Part I:

Statement of Assurances

School Level Assurance

I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

I hereby certify that this plan has all of the following components:

- Evidence of the use of a comprehensive needs assessment
- Goals and measurable objectives
- Evidenced based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning preschool children to local elementary school programs (if applicable)
- Family and community engagement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An action plan with timelines and specific activities for implementing the above criteria

I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Name: Dr. Heather Kennedy

State Assessment Data:

Latest School Profile for Principals: Data will be published by the state in October 2026

Latest Principal's Report Card: : Data will be published by the state in October 2026

Perception Data:

Parent Surveys: Sent to parents October, January, and May

Action	Approximate time period:	Actual date:	District Leadership in attendance
School-wide Plan Due Date	August	Date: 10/15/2026	
School-wide Plan Review with District Leadership	August-September	Date:	
School-wide Plan Review with District Leadership after 1st 9 weeks	End of October - November	Date:	
School-wide Plan Review with District Leadership after 2nd 9 weeks	January	Date:	
School-wide Plan Review with District Leadership after 3rd 9 weeks	March-April	Date:	
Title I Budget Revision	Date: December 2026		
Title I Budget Revision	Date:		