

TITLE IV Plan

Needs Assessment Date: 4/2/26

Well-Rounded Education:

Strengths:

A key strength is the implementation of WorkKeys assessments and related career readiness initiatives, which provide students with opportunities to develop employability skills and prepare for post-secondary success.

Weaknesses:

Data analysis identified a need to sustain and expand access to programs that support a well-rounded education for all students. The district currently relies on Title IV funding to support a Music Teacher and two part-time Graduation Mentors. These positions provide valuable opportunities for student engagement, enrichment, and graduation support; however, the district has limited local resources to maintain these services if funding is reduced or unavailable.

Additionally, some students continue to face barriers in accessing enrichment opportunities, advanced coursework, and career readiness experiences. The district will continue to evaluate student participation and outcome data to identify gaps in access and develop strategies to ensure all students have equitable opportunities to participate in a well-rounded educational program.

If indicated, state need(s) identified pertaining to a well-rounded education for all students.

The district has identified a need to sustain and expand opportunities that contribute to a well-rounded education for all students. Continued support is needed for programs and personnel that provide access to fine arts, career readiness, and student support services, including music education and graduation mentoring. The district also seeks to increase student participation in advanced coursework, career and technical education opportunities, and other enrichment experiences while reducing barriers that may limit access for some student groups. These efforts will help ensure all students have equitable access to an enriched educational experience that supports college, career, and life readiness.

Healthy and Safe School Environment

Summarize the analysis of data regarding school conditions for student learning.

Strengths:

The district has invested in supports that promote positive school conditions for student learning through the funding of behavior specialists and social workers. These staff members provide direct support to students, assist with behavioral and social-emotional needs, collaborate with families, and help create safe, supportive, and inclusive learning environments. Their work contributes to improved student engagement, increased access to behavioral and mental health supports, and a positive school climate that supports academic success. The district also utilizes behavior intervention strategies and collaborative problem-solving processes to address student needs and promote positive learning conditions across schools.

Weaknesses:

Data analysis indicates an ongoing need for additional behavioral, social-emotional, and mental health supports to address the increasing and diverse needs of students. While the district has behavior specialists and social workers in place, demand for services continues to exceed available resources. Student behavior, attendance concerns, mental health needs, and the effects of adverse childhood experiences continue to impact student engagement and academic performance.

The district also recognizes a need for continued professional learning and implementation of evidence-based practices, including Positive Behavioral Interventions and Supports (PBIS), Conscious Discipline, trauma-informed practices, and other strategies that promote safe, supportive, and inclusive learning environments. Additional resources and support are needed to ensure all students have access to the behavioral, social-emotional, and mental health services necessary for success in school.

If indicated, state need(s) identified pertaining to school conditions for student learning:

The district has identified a need to sustain and expand supports that promote healthy and safe school environments for all students. Continued funding is needed for behavior specialists, social workers, and other student support personnel who provide behavioral, social-emotional, and mental health services. The district also seeks to strengthen implementation of evidence-based practices, including Positive Behavioral Interventions and Supports (PBIS), and trauma-informed approaches, to improve student behavior, attendance, engagement, and overall school climate.

Additional professional learning opportunities are needed to equip staff with effective strategies for addressing behavioral and mental health needs, supporting students affected by trauma, and creating safe, supportive, and inclusive learning environments. These efforts will help remove barriers to learning and ensure students are prepared to succeed academically and socially.

Effective Use of Data and Technology

Strengths:

The district maintains a strong technology infrastructure that provides students and staff with access to digital learning tools and resources. Power BI dashboards provide timely data on student engagement, attendance, achievement, and other key indicators, supporting data-driven decision making and continuous improvement.

The district also utilizes technology-based programs, including the Why Try platform, to support student engagement, social-emotional development, and targeted interventions. These tools enhance the district's ability to monitor progress, deliver supports, and improve student outcomes.

Weaknesses:

While the district has strong technology infrastructure and access to data tools, there is a continued need to increase staff capacity to effectively analyze and utilize data to inform instructional decisions and intervention strategies. Consistent use of data across schools and departments remains an area for growth.

The district also relies on grant funding to support technology-based programs and resources, including the Why Try platform and data management tools. Sustaining access to these resources and ensuring staff receive ongoing training to maximize their effectiveness continues to be a challenge. Additional support is needed to strengthen data literacy, expand the use of technology to personalize learning, and ensure all educators can effectively leverage available tools to improve student outcomes.

Need(s) Identified Pertaining to Effective Use of Data and Technology:

The district has identified a need to sustain and expand technology tools and resources that support data-driven decision making, student engagement, and intervention efforts. Continued support is needed for data analysis platforms, digital learning tools, and technology-based programs such as Why Try that help educators monitor student progress and provide targeted supports.

The district also seeks to increase professional learning opportunities focused on data literacy, effective use of technology for instruction, and the use of data systems to identify student

needs, monitor outcomes, and guide continuous improvement efforts. These investments will strengthen educator capacity and improve student achievement, engagement, and overall success.

Identifying Priorities

The Title IV.A program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of priority, a critical need in each of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.

Program Area	Priority	Identified Need(s)
Well Rounded Education	2	Maintain and expand access to well-rounded educational opportunities, including music education, graduation mentoring, advanced coursework, career readiness experiences, and other enrichment programs for all students.
Healthy and Safe School Environment	1	Sustain and expand behavioral, social-emotional, and mental health supports for students through continued funding of intervention programs, behavior specialists, social workers, and staff training in evidence-based behavioral practices.
Effective Use of Technology	3	Strengthen staff capacity to effectively utilize data and technology tools, including Power BI and Why Try, to support data-driven decision making, student engagement, intervention efforts, and continuous improvement.

Activities and programming

Well-rounded education

Funds will be used for activities related to supporting well-rounded education.

Activity	Program Objective	Intended Outcome	Evaluation Method
ACT Work Keys	Increase college and career readiness by providing students opportunities to demonstrate workplace skills and earn career readiness credentials.	Increased WorkKeys participation, improved WorkKeys scores, and increased attainment of National Career Readiness Certificates (NCRC).	WorkKeys assessment results, NCRC attainment data, and postsecondary readiness indicators.
Band/Orchestra Music Teacher	Provide students with access to a well-rounded education through music instruction and enrichment opportunities in one of our highest need schools.	Increased student participation in music education, improved student engagement, and enhanced educational experiences.	Student enrollment and participation data, performance opportunities, attendance data, and student/teacher feedback.
Graduation Advisor	Provide academic, attendance, and graduation planning support to students at risk of not completing graduation requirements.	Increased on-time graduation rates, improved credit attainment, and reduced dropout risk.	Graduation rate data, credit recovery data, attendance records, and student progress monitoring reports.
Graduation Mentor	Provide individualized mentoring, monitoring, and intervention services to support students	Improved student attendance, engagement, credit completion, and graduation outcomes.	Attendance data, behavior data, credit accrual reports, graduation data, and mentor intervention logs.

Safe and Healthy Students

Funds will be used for activities related to supporting safe and healthy students.

Activity	Program Objective	Intended Outcome	Evaluation Method
Social Workers and Behavior Specialists	Provide behavioral, social-emotional, and mental health supports for students.	Improved student well-being, engagement, and academic success.	Attendance data, discipline data, counseling/service logs, and climate surveys.
PBIS and Behavior Supports	Improve school climate and reduce behavioral barriers to learning.	Improved student behavior, attendance, and engagement.	Discipline referrals, attendance data, climate surveys, and behavior data.

TECHNOLOGY:

Why Try Program

Increase student resilience, engagement, and social-emotional skills through technology-based interventions.

Improved student engagement, attendance, and behavior.

Why Try participation data, attendance records, behavior referrals, and student surveys.