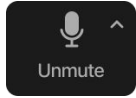
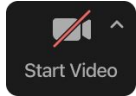


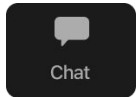
Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”

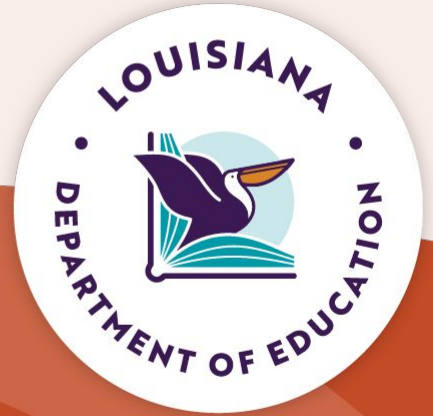


- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



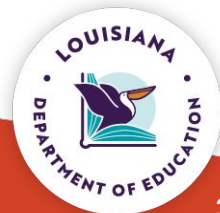
Welcome to the 2026-2027 School System Planning Launch



October 30, 2025

Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

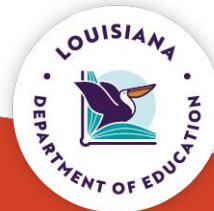


What is the Super App?

The Super App is a comprehensive application that allows LEAs to plan for their needs, access their formula funds, and apply for competitive funds on one timeline.

Within the Super App, LEAs will

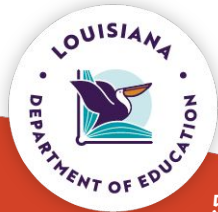
- identify key strategies by answering each application question;
- budget all formula funds toward those strategies; and
- request and receive competitive funds to support CIR/UIR-specific strategies.



Why is the Super App important?

When approved, school systems may access federal formula and competitive dollars and meet the federal requirement for each school system's ESSA plan (20 USC §6312).

This application includes funding for the core components of school improvement at Comprehensive Intervention Required (CIR) and Urgent Intervention Required - Academics (UIR-A) sites.



School Site Labels

LABEL	CRITERIA	TARGETED SUPPORT
UIR-Academics	Schools that have earned a score for one or more student groups that is equivalent to an “F” for at least two years	Professional learning, coaching and support in the implementation of High-Quality Professional Learning (HQPL) Structures, individualized coaching support, and funding for implementation of High-Quality Curriculum (HQIM)
CIR-Academics	Schools that have been D-or F-rated for 3 consecutive years, or 2 years for new schools; and/or schools that have a graduation rate less than 67%; and/or schools identified as UIR for the same student group for 3 consecutive years	Professional learning, coaching and support in the implementation of High-Quality Professional Learning (HQPL) Structures, individualized coaching support, and funding for implementation of High-Quality Curriculum (HQIM)
CIR/UIR-EL	Schools that have UIR-A labels for English Learners	Professional learning for teachers who support English Learners via partners in the Professional Learning Partner Guide or using the Alternate Evidence-Based Option .
CIR/UIR-SWD	Schools that have CIR or UIR-A labels for students with disabilities	Professional learning on high-quality curriculum for teachers of students with disabilities.
Academically Unacceptable School (AUS)	Schools that are F-rated	Strategic and intentional individualized coaching and support to implement intensive interventions for school improvement.
RSD	Schools labeled AUS for 4 or more consecutive years.	The Recovery School District develops and implements interventions, actions, and strategies to address weakness of identified failing schools as outlined in RS 17:10.8. Such as: Reconstitution Plans, Transfer to the RSD, and Conditional Supervisory Memorandum of Understanding.

2026 - 2027 Super App Process



School System Planning Process

The [2026-2027 Next Level Vision for Success School System Planning and Budgeting Workbook](#), including 2026-2027 Super App questions, has been released as of today, October 30th.

New for 2026-2027

- Louisiana will administer Direct Student Services (DSS) as a competitive grant opportunity to support local innovation aligned with state priorities. This application will be included in Super App for 2026-2027.
- The Every Student Succeeds Act (ESSA) requires that schools implementing a schoolwide program develop a Title I Schoolwide Plan. This year, LDOE will include a template as an optional planning tool in Super App.
- LEAs will be required to identify ESSA-required comprehensive support and improvement strategies to improve student outcomes. New labeled sites and those that did not submit for 2025-2026 will be required to submit. All others can amend as needed.



Super App Process

Original Application Planning

Launches in October 2025

LEA planning

LEAs will use the [2026-2027 Strategic Planning and Budgeting Workbook](#) to plan and strategize funding requests based on each CIR/UIR-A site's needs and priorities.

Original Application

Launches in October 2025
Deadline to submit: 1/23/26

Approval of CIR/UIR-A Strategy

The LDOE will review responses to designated questions within the Super App to approve the LEA's CIR and UIR strategies and grant **competitive funds**. *Please note: Only school systems with CIR/UIR-A sites (with the exception of Strong School Systems, Computer Science, and CLSD 2024) will be considered for competitive funds to meet the [federal requirement for each school system's ESSA plan](#) (20 USC §6312).*

Amendment 1

Opens late April
Deadline to meet substantial approval 6/30/26

Approval of Super App

The LDOE will review the LEA's initial budgets for **formula** and **competitive funds** to ensure that each expenditure is allowable under the specific grant.

Subsequent Amendments

eGMS Approvals

The LDOE will review the LEA's subsequent budgets for **formula** and **competitive funds** to ensure that each expenditure is allowable under the specific grant.



Competitive Funding Process

Original Application

Launches in
October

Deadline to submit:
1/23/2026

Approval
of
CIR/UIR-A
Strategy

The LDOE will review responses to designated questions within the Super App to approve the LEA's CIR and UIR strategies and grant **competitive funds**. *Please note: Only school systems with CIR/UIR-A sites (with the exception of Strong School Systems and Computer Science) will be considered for competitive funds to meet the [federal requirement for each school system's ESSA plan](#) (20 USC §6312).*



Required vs. Optional Competitive Funding

Required: LEAs with one or more CIR/UIR Site

- LEAs are **required** to submit applications for competitive funding by completing the following sections of the Super App:
 - Teaching and Learning
 - High School Opportunities
 - Attendance
 - Specialized Supports

Optional: All items are optional

- All LEAs may submit applications for competitive funding by completing the following sections of the Super App:
 - Strong School Systems
 - Direct Student Services



Competitive Funding Sources

Competitive Funding Source	Period of Availability
IDEA 611 Set-Aside	7/1/2026 - 6/30/2027
IDEA 619B Set-Aside	7/1/2026 - 6/30/2027
Title IV Set-Aside	7/1/2026 - 6/30/2027
FY24 Redesign 1003	4/19/2026 - 9/30/2027
8(g)	7/1/2026 - 6/15/2027
Computer Science SGF	7/1/2026 - 6/30/2027
DSS	7/1/2026 - 6/30/2027

Formula Funding Timeline

- **Estimated Allocations:** Estimated allocations are loaded in eGMS in April and reflect 90% of the prior year's final award for each fund source.
- **Preliminary Allocations:** Preliminary allocations are loaded in eGMS at the end of August and reflect 90% of the current year's allocation based on the Grant Award Notification from ED.
- **Final Allocations:** Final allocations are loaded in eGMS on or before the first of January. The final allocation amounts represent the full 100% award for the current year based on the Grant Award Notification for ED.



School System Planning Additional Options

Funding for Optional Priorities

- While the majority of funding priorities may align to school improvement plans, there may be additional strategies an LEA would like to implement at struggling schools where competitive Super App funding is not available. School systems may use the LDOE [Federal Funding Guide](#) to better understand the funding sources included in Super App and strategies to optimize the use of each source.

Alternate Evidence-based Option Form

- To address the unique needs of Louisiana's students and educators, LEAs may demonstrate meeting federal requirements by uploading an evidence-based alternate option in Super App. In order to submit the LEA must complete the [Alternate Evidence-based Option form](#).



Next Level Vision for Success School System Planning and Budgeting Workbook Deep Dive

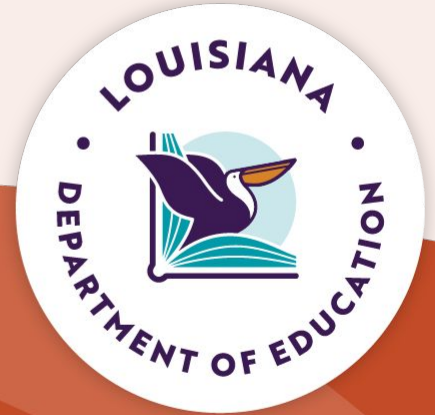


Table of Contents: Purple

Workbook Item	Tab	Notes
<u>Mission & Master Timeline</u>		Includes the LDOE's updated mission statement, educational priorities, and key school system planning dates.
<u>School System Planning Process Overview</u>		Includes a 2026-2027 Super App overview and priority focus and funding buckets
<u>2026-2027 Super App Guidance</u>		Includes ESSA plan requirements, labeled-site criteria and targeted support, funding information for optional priorities, 2026-2027 competitive funding sources, and school system planning alternate evidence-based options.
<u>CIR/UIR-A Requirements & Eligible Expenditures</u>		Includes CIR/UIR-A requirements and an eligible expenditure list for each question organized by eGMS section

Table of Contents: Gold

Workbook Item	Tab	Notes
Teaching and Learning		For CIR/UIR-A labeled sites only: Teaching and Learning-aligned, funded questions: Optional planning space for LEAs to use when coordinating responses to each Super App item.
High School Opportunities		For CIR/UIR-A labeled sites only: High School Opportunities-aligned, funded questions; Optional planning space for LEAs to use when coordinating responses to each Super App item.
Attendance		For CIR/UIR-A labeled sites only: Attendance-aligned, funded questions; Optional planning space for LEAs to use when coordinating responses to each Super App item.
Specialized Supports		For CIR/UIR-A labeled sites only: Specialized Supports-aligned, funded questions; Optional planning space for LEAs to use when coordinating responses to each Super App item.
Strong School Systems		Open to all LEAs: Strong School Systems, Computer Science, and CLSD 2024-aligned, funded questions; Optional planning space for LEAs to use when coordinating responses to each Super App item.
Direct Student Services		Open to all LEAs: Louisiana will administer Direct Student Services (DSS) as a competitive grant opportunity to support local innovation aligned with state priorities.
Required Addendum		Information-only, non-funded questions; Optional planning space for LEAs to use when coordinating responses to each Super App item.

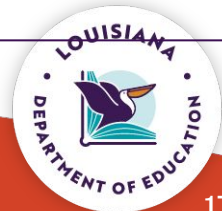


Table of Contents: Teal

Workbook Item	Tab	Notes
Budget Planning Analysis		Optional Planning Tool: Auto Populated summary tab of information input into the Strategic Planning Budget tab
Strategic Planning Budget		Optional Budgeting Tool: LEAs can use this tab to collaborate on the use of existing funds and identify competitive funding requests for the current school year and into the next two school years.
Super App Investments		Optional Planning Space: LEAs can use this space when coordinating federal funding in Super App.

CIR/UIR-A Requirements & Eligible Expenditures

TEACHING AND LEARNING

CIR/UIR-A Requirement	Eligible Expenditures	Next Steps
ELA The use of high-quality ELA curricula is required in CIR and UIR-Academics schools to be eligible for to be eligible for funding.	LEAs may request up to \$25,000 per CIR/UIR-A site for allocations to provide one Literacy Teacher Collaboration (TC) facilitator. LEAs may request up to \$2,000 per CIR/UIR-A site to contract with professional learning partners for initial implementation training on new ELA curriculum adoptions. LEAs should provide a rationale for the new adoption and identify the partners from the LDOE Professional Learning Guide that will provide initial implementation curriculum support in each grade. LEAs may request up to \$150 per seat in regional new teacher initial implementation ELA curriculum training in CIR/UIR-A schools. LEAs should the number of seat requests, the grade levels, content area, and curriculum program.	LDOE Contacts: - Academic Content: Sharon Necaise, sharon.necaise@la.gov - ELA: Kyna Magana, kyna.magana@la.gov - Math: Jamie Hebert, jamie.hebert2@la.gov - Social Studies: Amy Willis, amy.willis@la.gov - Science: Molly Talbot, molly.talbot@la.gov Next Steps: - Identify high-quality curricula in CIR/UIR-A schools. - Identify a teacher collaboration facilitator for literacy and numeracy in CIR/UIR-A schools. - Determine initial implementation professional learning needs based on new curricula adoptions in CIR/UIR-A schools.

Requirements
to receive
funding

Description of
allowable
uses of funds

LDOE contact for
assistance | Next steps in
planning for Super App
submission



Gold Sections

Teaching and Learning

Educators should be provided with high-impact teacher collaboration aligned to high quality instructional materials HQIM and the LDOE High-Quality Professional Learning Cycle to strengthen unit and lesson preparation and improve instructional coherence and implementation.

Students should be provided access to high quality instructional materials (HQIM) that fully align to state standards and provide meaningful instructional support.

LDOE Contact:

Sharon Necaise, sharon.necaise@la.gov

- Initial curriculum training on new adoptions in CIR/UIR-A schools
- Regional new teacher initial implementation curriculum training in CIR/UIR-A schools

Kyna Magana, kyna.magana@la.gov

- Literacy Teacher Collaboration (TC) facilitator

Jamie Hebert, jamie.hebert2@la.gov

- Math/Numeracy Teacher Collaboration (TC) facilitator

Funding Source: Redesign

Planning Resources (Links):

[2026-2027 School System Planning TC Facilitator Job Descriptions](#)

[Instructional Materials Reviews](#)

[LDOE Professional Learning Guide](#)

[ELA Guidebooks](#)

[Bayou Bridges](#)

[Foundations of Freedom](#)

LDOE contact
for questions
and more
information

Links to
planning
resources

Initiative

Description of initiative,
CIR/UIR-A
requirements, and
eligible expenses



Teaching and Learning

- Competitive funding to provide high-impact teacher collaboration in order to improve unit and lesson planning of high-quality curricula.
- Funds may be used to provide one Literacy Teacher Collaboration (TC) facilitator per each CIR/UIR-A school.
- Funds may be used to provide one Math/Numeracy Teacher Collaboration (TC) facilitator per each CIR/UIR-A school.
- Funds may be used to provide initial implementation curriculum training on new adoptions in CIR/UIR-A schools.
- Funds may be used to purchase seats at regional new teacher initial implementation curriculum training in CIR/UIR-A schools.



Correlation - Teaching and Learning

Educators should be provided with high-impact teacher collaboration aligned to high quality instructional materials HQIM and the LDOE High-Quality Professional Learning Cycle to strengthen unit and lesson preparation and improve instructional coherence and implementation.

Students should be provided access to high quality instructional materials (HQIM) that fully align to state standards and provide meaningful instructional support.

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- Initial curriculum training on new adoptions in CIR/UIR-A schools
- Regional new teacher initial implementation curriculum training in CIR/UIR-A schools

Kyna Magana, kyna.magana@la.gov

- Literacy Teacher Collaboration (TC) facilitator

Jamie Hebert, jamie.hebert2@la.gov

- Math/Numeracy Teacher Collaboration (TC) facilitator

Funding Source: Redesign

Planning Resources (Links):	2026-2027 School System Planning_TC Facilitator Job Descriptions	Instructional Materials Reviews	LDOE Professional Learning Guide
	ELA Guidebooks	Bayou Bridges	Foundations of Freedom

Will the LEA utilize allocations to provide one Literacy Teacher Collaboration (TC) facilitator per each CIR/UIR-A school?

→

Funding Request:

May request up to \$25,000 per CIR/UIR-A site.

Educators should be provided with high-impact teacher collaboration aligned to high quality instructional materials HQIM and the LDOE High-Quality Professional Learning Cycle to strengthen unit and lesson preparation and improve instructional coherence and implementation. Students should be provided access to high quality instructional materials (HQIM) that fully align to state standards and provide meaningful instructional support.

LDOE Contact: Sharon Necaise, sharon.necaise@la.gov

- Initial curriculum training on new adoptions in CIR/UIR-A schools
- Regional new teacher initial implementation curriculum training in CIR/UIR-A schools

LDOE Contact: Kyna Magana, kyna.magana@la.gov

- Literacy Teacher Collaboration (TC) facilitator

LDOE Contact: Jamie Hebert, jamie.hebert2@la.gov

- Math/Numeracy Teacher Collaboration (TC) facilitator

Funding Source: Redesign

Planning Resources:

[2026-2027 School System Planning_TC Facilitator Job Descriptions](#)

[Bayou Bridges](#)

[ELA Guidebooks](#)

[Foundations of Freedom](#)

[Instructional Materials Reviews](#)

[LDOE Professional Learning Guide](#)

Will the LEA utilize allocations to provide one Literacy Teacher Collaboration (TC) facilitator per each CIR/UIR-A school?

Yes ▼

Funding Request: 30,000

*May request up to \$25,000 per CIR/UIR-A site.

Workbook

eGMS



High School Opportunities

- Competitive funding to increase academic achievement and allow exploration of career opportunities for high school students
- Funding may be used to
 - Provide a system level instructional coach to support career and technical educators
 - Provide tutoring and/or exam costs on National Assessments (ACT, SAT, CLT, ASVAB, CLEP)
 - Provide AP/IB professional development and/or exam costs
- Funding may be used for salaries, tutoring stipends, travel expenses, test prep materials, exam fees, and transportation.



Correlation - High School Opportunities

New and developing Career and Technical educators should be provided instructional support, particularly those transitioning from industry into the educational setting in regionally high wage, high demand areas. The instructional coach will utilize a structured coaching cycle to guide teachers through reflective practices and continuous improvement. Support will include actionable feedback aligned to the Louisiana Educator rubric, purposeful planning, and improving instructional strategies such as transitions and grouping.

Students should be provided high school opportunities to increase academic achievement enabling them to make informed decisions about their paths after graduation.

LDOE Contacts:

Timberly Monaghan, timberly.monaghan@la.gov

- CTE Instructional Coach
- Preparation for National Assessments (ACT, SAT, CLT, ASVAB, CLEP)
- Fees related to National Assessments (ACT, SAT, CLT, ASVAB, CLEP)
- Professional development aligned to AP/IB
- Fees related to exam costs for AP/IB

Funding Source: Redesign

Planning Resources (Links):		HS Opportunities Guidance		All Things Jumpstart		ASVAB	
IB Assessments	Advanced Placement	SAT Exam Fees	CLT exam fees	CLEP Vouchers	AP Professional Development	IB Professional Development	AP Course & Exams

New and developing Career and Technical educators should be provided instructional support, particularly those transitioning from industry into the educational setting in regionally high wage, high demand areas. The instructional coach will utilize a structured coaching cycle to guide teachers through reflective practices and continuous improvement. Support will include actionable feedback aligned to the Louisiana Educator rubric, purposeful planning, and improving instructional strategies such as transitions and grouping.

Students should be provided high school opportunities to increase academic achievement enabling them to make informed decisions about their paths after graduation.

LDOE Contact: Timberly Monaghan, timberly.monaghan@la.gov

- CTE Instructional Coach
- Preparation for National Assessments (ACT, SAT, CLT, ASVAB, CLEP)
- Fees related to National Assessments (ACT, SAT, CLT, ASVAB, CLEP)
- Professional development aligned to AP/IB
- Fees related to exam costs for AP/IB

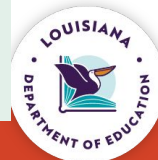
Funding Source: Redesign

Planning Resources:

[Advanced Placement](#)
[All Things Jumpstart](#)
[AP Course & Exams](#)
[AP Professional Development](#)
[ASVAB](#)
[CLEP Vouchers](#)
[CLT exam fees](#)
[HS Opportunities Guidance](#)
[IB Assessments](#)
[IB Professional Development](#)
[SAT Exam Fees](#)

Workbook

eGMS



Attendance

- Competitive funding to support regular school attendance through evidence-based practices.
- Funds may be used to support a district-level Attendance Improvement Specialist or a school-level attendance-focused position(s) to address chronic absenteeism/truancy and promote student attendance.



Correlation - Attendance

School attendance is important for academic success. The LDOE is committed to supporting regular school attendance to make our schools better, our communities safer, and our economy stronger. In order to promote good school attendance and reduce chronic absenteeism, the LDOE is offering evidence-based best practices to support schools and systems.

LDOE Contact: Rayla Hunt, rayla.hunt@la.gov

Funding Source: Redesign 1003a

Planning Resources (Links):	The Power of Presence	Sample Attendance Improvement Specialist Job Description	LDOE Attendance Webpage
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By checking the box below, the school system affirms that, as a condition of accepting federal funding, it will allow the LDOE Attendance Team to provide targeted attendance support within the school system. This includes permitting LDOE staff to engage directly with district and school personnel, students, and families as needed to improve student attendance outcomes.

☐

Our school system agrees to the affirmation as described above.

Required at CIR schools: Does each CIR school utilize an identified attendance team to review and analyze attendance data?

In the area below, identify the schools that **do not** utilize identified attendance teams.

School attendance is important for academic success. The LDOE is committed to supporting regular school attendance to make our schools better, our communities safer, and our economy stronger. In order to promote good school attendance and reduce chronic absenteeism, the LDOE is offering evidence-based best practices to support schools and systems.

LDOE Contacts:

- Rayla Hunt, rayla.hunt@la.gov

Funding Source: Redesign 1003a

Planning Resources:

[LDOE Attendance Webpage](#)

[Sample Attendance Improvement Specialist Job Description](#)

[The Power of Presence](#)

By checking the box below, the school system affirms that, as a condition of accepting federal funding, it will allow the LDOE Attendance Team to provide targeted attendance support within the school system. This includes permitting LDOE staff to engage directly with district and school personnel, students, and families as needed to improve student attendance outcomes.

☒ Our school system agrees to the affirmation as described above.

Required at CIR schools: Does each CIR school utilize an identified attendance team to review and analyze attendance data?

☒ Yes ☐ No

Workbook

eGMS



Specialized Supports

- Competitive funding for proven, evidence-based strategies for diverse learners
- Funding may be used to contract with LDOE approved partners to provide professional learning for teachers who support
 - students with disabilities
 - EL students
 - children ages 3 to 5 with disabilities
- Funds may be used for stipends and substitutes.

Strong School Systems

- Competitive funding for school system strategic planning, implementation, and process monitoring
- Optional for all school systems
- Funding may be used to contract with an LDOE approved provider to develop a 3 to 5-year school system strategic plan
- Funding may be used to contract with an LDOE approved provider for support in the implementation and progress monitoring of the strategic plan or updating the current strategic plan

Computer Science

- State general funding to support school system implementation of the [Louisiana K-12 Computer Science Education Plan](#)
- Optional for all school systems
- LEAs may indicate interest in applying for funding of up to \$40,000.
- Interested LEAs should [apply](#) using the competitive funding tab within eGMS.



Direct Student Services

- Louisiana will administer Direct Student Services (DSS) as a competitive grant opportunity to support local innovation aligned with state priorities.
- DSS funds may be used in the following focus areas:
 - **Steve Carter Literacy Tutoring Program Match:** Match or expand existing Steve Carter Tutoring services
 - **Artificial Intelligence (AI)-Powered Academic Interventions:** Implement or expand evidence-based, AI-driven tools or platforms such as Amira Learning (K-8), Khanmigo (9-12), and/or Writable (6-12)
 - **National Assessment Support:** Tutoring and/or exam costs support on National Assessments; Funds may be used for [LDOE-approved tutoring providers](#) and/or National Assessment exam costs.
- Through SuperApp, school systems may authorize the LDOE to submit payments on their behalf for the DSS Steve Carter Tutoring Program and may also request student licenses for AI-powered Academic Interventions.



Required Addendum

- Additional information the LDOE requires as part of the Super App process
- Each LEA is required to upload its community's [Early Childhood Blueprint](#).

CSI/TSI Application

ESEA section 1111(d)(1)(B) requires LEAs, in partnership with stakeholders (including principals and other school leaders, teachers, parents, and, as applicable, Tribes), to develop and implement a plan for a school identified for CSI to improve student outcomes, that:

1. is informed by all indicators described in ESEA section 1111(c)(4)(B), including student performance against State-determined long-term goals;
2. includes evidence-based interventions;
3. is based on a school-level needs assessment;
4. identifies resource inequities, which may include a review of LEA and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
5. is approved by the school, LEA, and State; and
6. upon approval and implementation, is monitored and periodically reviewed by the State.

LEAs must develop a comprehensive support and improvement (CSI) plan or targeted support and improvement (TSI) plan based on labeled status under 1111(d)(1). LEAs will be required to submit a [CSI/TSI plan](#) in eGMS. The application will open in January with a **May 1 deadline to submit**.



CSI/TSI Application

Important Submission Notes:

- If a plan has already been submitted and approved, no further action is required.
- If a plan was returned for changes, please make the necessary revisions and resubmit the updated plan.
- If a plan was not submitted based on a school's labeled status at the time, a submission is now required.
- If a school has recently received a new labeled status, a plan submission is also required.

Please note: CSI/TSI plans for labeled sites are federally required under ESSA. Failure to submit required plans, or delays in submitting returned plans, may impact awarded funding.



CSI/TSI Application



Comprehensive Support and Improvement (CSI) & Targeted Support and Improvement (TSI) Plan

ESEA section 1111(d)(1)(B) requires LEAs, in partnership with stakeholders (including principals and other school leaders, teachers, parents, and, as applicable, Tribes), to develop and implement a plan for a school identified for CSI (CIR-A and UIR-A) to improve student outcomes.

1. is informed by all indicators described in ESEA section 1111(c)(4)(B), including student performance against State-determined long-term goals;
2. includes evidence-based interventions;
3. is based on a school-level needs assessment;
4. identifies resource inequities, which may include a review of LEA and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
5. is approved by the school, LEA, and State; and
6. upon approval and implementation, is monitored and periodically reviewed by the State.

LEAs must develop comprehensive support and improvement (CSI) and targeted support and improvement (TSI) plans based on labeled status under 1111(d)(1). LEAs will be required to submit a CSI/TSI plan to eGMS. The deadline to submit is May 2, 2025.

LEA Name: _____ School Name: _____

Plan Type*: (TSI) Targeted Support and Improvement Plan ▾

*If your site is labeled as both CIR & UIR, submit a CSI plan.

Date of Plan Implementation: _____

Date of Plan Update: _____

LEAs must develop a comprehensive support and improvement (CSI) plan or targeted support and improvement (TSI) plan based on labeled status under 1111(d)(1). LEAs will be required to submit a **CSI/TSI plan** in eGMS. The deadline to submit is **May 1**.



Title I Schoolwide Plans

The Every Student Succeeds Act (ESSA) requires that schools implementing a schoolwide program develop a Title I Schoolwide Plan. This school-level plan is a living document that captures an intentional and strategic theory of action to improve teaching and learning. The plan is designed to raise the academic achievement of all students with a particular focus on high-need students at-risk for not meeting state standards. ESSA Schoolwide Plan Requirements A school that receives Title I, Part A funds and operates a schoolwide program must develop a comprehensive plan that:

1. Describes the strategies the school will implement to address school needs,
2. Describes how the strategies will provide opportunities for all children, including each accountability subgroup, to meet state standards,
3. Describes how the strategies will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education,
4. Describes how the strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting Louisiana's challenging academic standards, and
5. Lists any federal, state or local funding sources the school consolidates or coordinates with Title I to support the schoolwide program

Title I Schoolwide Plans continued

Schoolwide Plan Development Additional ESSA requirements guide how school systems should develop a schoolwide plan. The plan must be developed:

1. During a 1-year period for schools not already operating schoolwide programs, unless the LEA determines in consultation with the school that less time is needed to develop and implement the schoolwide program
2. With the involvement of key stakeholders e.g. parents, teachers, community leaders, local businesses, advocacy groups
3. In coordination and integration with other federal, state, and local services, resources, and programs, if appropriate, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.

The plan must be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children, particularly the needs of those children who are failing, or are at risk of failing, to meet state standards, and any other factors as determined by the school system.

Title I Schoolwide Plans



Schoolwide Planning Guidance For Title I Schools that operate Schoolwide Programs

The [Every Student Succeeds Act](#) (ESSA) requires that schools implementing a schoolwide program develop a Title I Schoolwide Plan. This school-level plan is a living document that captures an intentional and strategic theory of action to improve teaching and learning. The plan is designed to raise the academic achievement of all students with a particular focus on high-need students at-risk for not meeting state standards.

ESSA Schoolwide Plan Requirements

A school that receives Title I, Part A funds and operates a schoolwide program must develop a comprehensive plan that:

- Describes the strategies the school will implement to address school needs,
- Describes how the strategies will provide opportunities for all children, including each accountability subgroup, to meet state standards,
- Describes how the strategies will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education,
- Describes how the strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting Louisiana's challenging academic standards, and
- Lists any federal, state or local funding sources the school consolidates or coordinates with Title I to support the schoolwide program.

Schoolwide Plan Development

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Louisiana Department of Education

An optional fillable [Schoolwide Planning Tool](#) is available under the 'Required Super App Addendum' tab in the workbook.



Timeline and Support Structures



School System Planning Key Dates

Date	Item
October 30	2026-2027 School System Planning and Budgeting Workbook released
December 31	Final 2025-2026 ESSA formula funds loaded in Super App
January 23	2026-2027 Super App (competitive portion) due
February - March	LDOE reviews competitive Super App submissions and provides feedback on plans and budgets
February - March	School systems conduct nonpublic school consultations
April	Super App competitive allocations sent to BESE for approval
May 1	BESE Approved Competitive and Estimated Formula Allocations for 2026-2027 loaded in Super App
May 2	Deadline to submit CSI/TSI plan in eGMS
June 30	Deadline to submit 2026-2027 Super App Amendment 1
July 1	2026-2027 Super App grant period begins; Systems begin implementing 2026-2027 School System Plan



School System Planning Support Structures

Type of Resource	Detailed Information
Weekly Newsletter	LDOE Weekly Newsletters
System Leaders Monthly Call	November 7 at 9 a.m. December 5 at 9 a.m. January 9 at 9 a.m.
Federal Support and Grantee Relations Monthly Call	November 20 at 10 a.m. December 18 at 10 a.m. January 15 at 10 a.m.
2026-2027 Super App Virtual Launch Session	November 6
2026-2027 Super App Office Hours	December 4 at 10 a.m. January 8 at 10 a.m.
Office Hours Slide Deck	Coming soon
Email	LDOEOperations@la.gov Include “Super App” in the subject line
Federal Funding	2026-2027 Federal Funding Guide

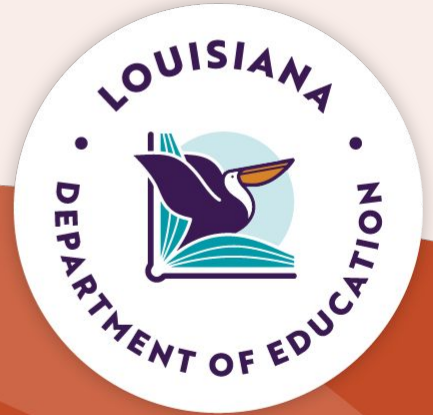


Who Should I Contact with Questions?

- General competitive super app application questions: ldoeoperations@la.gov
- General Super App questions: ldoe.grantshelpdesk@la.gov
- Initial Curriculum training of new adoptions: sharon.necaise@la.gov
- Initiative specific questions:
 - LDOE Contacts *on the Requirements and Eligible Expenditures* page of the Workbook
 - LDOE Contacts on the Section pages



Question & Answer



Contact Information

For more information or questions contact:

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