



## ***FY26 Section 31a Annual District Transparency Report***

### **Coldwater Community Schools**

**1. What was the total amount of the district's Section 31a allocation for the 2025-26 school year?**

The total amount of the district's Section 31a allocation for the 2025–2026 school year was \$3,134,849.

**2. Describe the district's methodology and decision-making for distributing Section 31a At-risk grant funds to target the buildings with the highest needs.**

The district's methodology for distributing Section 31a At-Risk grant funds is based on a needs-based approach that prioritizes schools and students with the greatest academic and support needs. The district reviews multiple data sources, including student achievement data, academic growth measures, graduation indicators, attendance, behavior data, and student support needs to identify areas requiring additional resources.

Funding decisions are made collaboratively with district and building-level leadership to ensure resources are directed toward programs and services that provide the greatest impact for identified at-risk students. Buildings with higher concentrations of students experiencing academic challenges, economic disadvantage, attendance concerns, behavioral needs, or other barriers to learning receive priority consideration.

Section 31a funds are allocated to support evidence-based interventions, supplemental academic support, student services, and programming designed to improve student outcomes. The district monitors the effectiveness of funded activities through student progress data, program evaluations, and ongoing collaboration with building teams to ensure resources continue to be aligned with the highest areas of need.

**3. What evidence-based interventions and services were implemented with the Section 31a At-risk grant funds during the 2025-26 grant cycle?**

During the 2025–2026 grant cycle, the district utilized Section 31a At-Risk grant funds to implement evidence-based interventions and services designed to improve academic achievement, support student success, and address barriers to learning. Funded activities included:

- Supplemental academic interventions in literacy and mathematics for students identified as at-risk based on academic performance data and identified needs.
- Instructional interventionist and support staff positions to provide targeted small-group instruction, progress monitoring, and individualized academic support.
- High-dosage tutoring and targeted intervention services during the school day and extended learning opportunities to accelerate student growth.
- Evidence-based literacy practices, including explicit instruction, foundational reading skill development, and intervention resources aligned with the district's instructional priorities.
- Math intervention supports focused on building foundational skills, improving math fluency, and addressing individual learning gaps.
- Attendance, engagement, and student support initiatives designed to remove barriers to learning and improve student participation.
- Social-emotional and behavioral supports to assist students experiencing challenges that impact academic success.
- Progress monitoring and data analysis processes to identify student needs, adjust interventions, and measure the effectiveness of services provided.

The district used student achievement data, intervention results, and building-level needs assessments to determine the effectiveness of these supports and ensure Section 31a resources were targeted toward students demonstrating the greatest need for additional assistance.



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### **4. In what ways has the district collected feedback from parents or legal guardians on these interventions and services provided this year?**

The district collected feedback from parents and legal guardians regarding Section 31a At-Risk interventions and services through multiple engagement opportunities throughout the 2025–2026 school year. Feedback was gathered through:

- Parent and guardian communication with teachers, interventionists, counselors, and building administrators regarding student progress and support needs.
- Parent-teacher conferences and individualized meetings to discuss student growth, intervention effectiveness, and additional supports needed.
- Surveys and feedback opportunities provided through district and building communication platforms.
- Meetings with families of students receiving supplemental academic and support services to review progress, address concerns, and gather input.

### **5. Describe the method parents or legal guardians may use to provide feedback on the use of these funds.**

Parents or legal guardians may provide feedback regarding Section 31a At-Risk grant-funded interventions and services through direct communication with teachers, interventionists, counselors, building administrators, and district administrators. Feedback may also be submitted during parent-teacher conferences, scheduled meetings, and through district or school surveys. Additionally, parents and legal guardians may share input by contacting the district through email, phone, written correspondence, or by attending Board of Education meetings where public comment is accepted. This feedback is reviewed and considered when evaluating the effectiveness of services and planning future Section 31a-funded activities.

For more information about Section 31a interventions and services available for your child(ren) contact:

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401 Sauk River Drive  
Coldwater, MI 49036  
517-279-5910

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact:

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For additional questions regarding the Section 31a At-risk grant contact:

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