

DISTRICT INFORMATION		
District Name		Franklin County
Director of Schools Name		Dr. Cary Holman
District Point of Contact for TISA Accountability Report	Name	Dr. Cary Holman
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Percent of 3 rd grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the most recent spring TCAP		34.5%
DISTRICT GOAL STATEMENT(S)		
Goal Statement 1: 3 rd Grade ELA Proficiency ²	70% of students will score proficient on the 3 rd grade ELA TCAP by the 2031 school year.	
Goal Statement 2:	50% of students will score proficient on the 3rd grade math TCAP by 2030.	
Goal Statement 3:		
Goal Statement 4:		
Goal Statement 5:		

² **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

Goal Statement 1 (3rd grade ELA proficiency):

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	38%	TNReady achievement district assessment data file-grade3-all students-ELA
Year 2: 2024-2025 school year	34.5%	
Year 3: 2025-2026 school year	50%	
Year 4: 2026-2027 school year	54%	
Year 5: 2027-2028 school year	58%	
Reflection: Did your district meet its Year 2 outcomes target(s)? How will this impact your action plan for the coming years?	<p>No. The gap increased to 10%. Because the goal of met/exceeded expectations was missed by 10%, this 10% will need to be made up in the coming years. In order to meet the goal, we will need to have an additional 3% increase of students who met/exceed expectations in each of the remaining school years. This increase requires us to improve success by 8% per year for the next 3 years.</p> <p>In order to reach this goal, the district will incorporate district wide data meetings, data walls, and data driven instruction in all grades. FCSD will continue to use vendor support through the LIN grant to support teachers in curriculum and increase student learning. The state IPG tool will be utilized during literacy walks and used to evaluate and guide professional development decisions. These walks will provide high quality feedback to support effective tier 1 instruction. Collaborative training on the ELA standards guides and HQIM is ongoing.</p>	
Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.	<p>TISA funds are used to support staffing needs as they arise. TISA funding is also used to provide support to students with ULN’s through high dosage/low ratio tutoring, RTI services, and HQIM.</p> <p>Investments toward 3rd grade reading proficiency included, but were not limited to, the purchase of Edmentum software to support student learning paths in grade level material as well as filling gaps from previous year (\$88,251.84). Additionally, the district purchased Lexia Core 5 for EL students at a cost of (\$7,268). An additional 6 part-time personnel were hired to target RTI, tutoring, and small group instruction were provided for struggling schools at a cost of (\$42,000). Standards guides were printed and dispersed to ELA teachers, coaches, and principals at a cost of (\$2,400). These expenditures total \$137,519.84 in direct support toward these goals.</p>	

<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>FCSD will ensure that all teachers have access to and use HQIM effectively to support students in state standards. Instructional coaches support ELA teachers through Literacy Implementation Network walks, collaborative planning and through using the state provided IPG. Through curriculum training and professional development, teachers will improve instruction using HQIM. Data driven instruction, and curriculum designed for EL and SPED learners is used throughout the district to increase proficiency in these groups. Using the RTI coach (funded through IIA) for support, RTI programs will provide seamless intervention between T1 HQIM and RTI support in all grades. RTI data meetings will take place once a month to make program changes as necessary. Tutoring will be provided to all students who are on an alternate promotion pathway in a 1:3 setting using classroom teachers, paraprofessionals, and online options. Teacher raises of 3.5% were approved to support increasing base salaries which helped with teacher retention and recruitment.</p>
<p>Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>The FCSD will use TISA funding to purchase HQIM, provide a instructional coach for 2 struggling schools, send teachers to appropriate professional development opportunities, provide curriculum support to RTI departments, conduct behavior evaluation and plans, fund paraprofessionals for mandatory promotion pathway tutoring, and provide the summer programming.</p>

Goal Statement 2:		
Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	34.4%	TN Ready achievement district assessment data file-grades 3-8-all students-math
Year 2: 2024-2025 school year	34.8%	
Year 3: 2025-2026 school year	38.5%	
Year 4: 2026-2027 school year	42.2%	
Year 5: 2027-2028 school year	45.9%	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	FCSD met the original goal of 31.1% with 34.4% of students meeting or exceeding expectations. Because student success is growing at a rate above our projected target, FCSD may reach the end goal of 50% sooner, therefore adjusting expectations.	
Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.	Using TISA funds FCSD purchased a new math curriculum district wide in 23/24. Tisa funding was also used to provide professional development opportunities to teachers during the first and second year of adoption (\$3,450). FCSD also purchased RTI materials and workbooks for the new HQIM curriculum for all schools (\$25,893.26). A district RTI and math coach provide support for grades K-8. Tisa funding is used to support staffing needs as they arise and to support all students with ULN codes. To support math achievement in 3rd grade, the district spent (\$29,343.26) on HQIM across grade levels in mathematics to support vertical alignment and access for all.	

Goal Statement 2:

Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

FCSD will ensure that all teachers have access to and use HQIM effectively to support students in math state standards. The instructional coaches will support math teachers through math walks and through using the state provided IPG. Using curriculum training, professional development and math IPG walks, teachers will improve instruction using HQIM, data driven instruction, and curriculum designed for EL and SPED learners. Using the new RTI coach for support, RTI programs will provide seamless intervention between T1 HQIM and RTI support in all grades. RTI data meetings will take place once a month to make program changes as necessary. The Project Coach instrument is used to coach and enhance teaching best practices throughout the year with specific and intentional feedback.

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

The FCSD will use TISA funding to purchase HQIM, send teachers to appropriate professional development opportunities, and provide curriculum support to RTI departments.

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Date(s) of opportunity for local public comment.	For public/board review at the October 21, 2025 Franklin County School Board meeting. FCSD Website
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Public posting to the district website, local board meeting discussion and approval, collection of written comments through email.
Summary of public comment received, if any.	None received
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	None received