

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

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7/23/2026 10:51:25 AM	Dominique Davis	Status changed to 'Revision Started'.	S

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

Overview

A strong district plan clearly articulates the theory of action for reaching each student performance goal by providing:

- an outline of the improvement work to be supported and implemented throughout the district,
- insight into resource allocation in alignment to those improvement efforts, and
- ample time to collaborate, coordinate, and communicate with all district leaders, school leaders, teachers, and other stakeholders.

Though school plans must be aligned to the district plan, they differ in that they must be tailored and may include additions to the district-level expectations for improvement work based on the school's specific needs and context.

The transition of the district and school planning process to full approval every three years, pursuant to Chapter 1005 of the Public Acts of 2024, provides a unique opportunity to strategically plan for the long-term improvement needed at the district and school level to reach high level outcomes for all students. Periodic reflection will be critical to ensuring forward momentum toward the intended implementation work and student performance.

For districts, the student performance goals, strategies, and all associated components will also serve as the goals, action plan, and budget supports required in the annual TISA Accountability Report. In the fall of 2026, the prior year reflection components of the report will be made available. Guidance for annual completion and submission related to the TISA Accountability Report will be shared at a later date.

Please refer to the following resources to ensure alignment to three-year planning expectations:

[Flowchart resource link](#)

[Guide resource link](#)

Cover Page

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Cover Page

* District Name

Grainger County Schools

* Director of Schools Name

Mark Briscoe

* District Planning Lead Name

Lisa Setsor

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Resources

[Click here to open the guide.](#)

Prepare and Reflect to Plan

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Identify Team

Identify all planning team members, including team member titles. Under ESSA Title I, Part A §1112(a)(1)(A), the district plan must be developed in consultation with the following stakeholders (at a minimum):

*

- teachers,
- principals,
- other school leaders,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- charter school leaders (in districts that have charter schools), and
- parents of students.

Lisa Setsor- Curriculum/PD Supervisor
Ginny McElhaney- Sped/504 Supervisor; Preschool Supervisor
Maura Bishop- Sped/504 Coordinator
Kristi Savage- ELA Interventionist K-8
April Harbin- Math Interventionist K-8
Margaret Martin- ELA Interventionist 9-12
Rusty Bishop- Math Interventionist 9-12
Chad Tate- CTE Supervisor
Daniel Bishop- Federal Program Supervisor
Staci Gray- Safety, Assessment, Coordinated School Health, Teacher Licensure Supervisor
Susan Kinser- Bean Station Elementary Principal
Tim Collins- Rutledge Elementary Principal
Jessica Maxey- Rutledge Middle Principal
Matt Gowan- Grainger High Principal
Pam Roach- Joppa Elementary Principal
Aaron Clay- Washburn School Principal
April Sell- Rutledge Primary Principal
Tara Collins- parent
Theresa Singleton- Paraprofessional
Rebecca Hapner- Paraprofessional
Joyce Bowlin- Paraprofessional

Stakeholder Involvement

* Describe how the district actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation,

and (3) revision of the district plan throughout the three-year planning window in accordance with ESSA Title I, Part A §1112(a)(5). Provide a timeline to show that stakeholder involvement in the planning process is ongoing throughout the three-year process and not a one-time event/process.

Stakeholder Groups Involved

Stakeholders include, but are not limited to:

District administrators and central office staff

School administrators and instructional leaders

Teachers and instructional support staff, including paraprofessionals

Parents and families (including representatives of Title I schools)

Special populations representatives (special education, English learners, economically disadvantaged students, and homeless services)

Federal programs and accountability staff

Development of the District Plan

During the development phase, stakeholders are engaged through:

District- and school-level planning meetings

Needs assessments and data reviews (academic, attendance, discipline, and stakeholder feedback data)

School Improvement and Federal Programs meetings

Review of state accountability data and district priorities

Input from stakeholders is used to identify priority needs, establish goals, determine strategies, and allocate resources, including Title I funding. Draft plans are shared with stakeholders for review and feedback prior to final adoption.

Implementation of the District Plan

Throughout implementation, GCS ensures ongoing stakeholder involvement by:

Monitoring progress through leadership team meetings and school improvement reviews

Providing regular updates to the Board of Education, school staff, and families

Engaging principals and teachers in implementation feedback discussions

Collaborating with families and community partners on program supports and services

Reviewing interim academic and programmatic data to guide instructional and program adjustments

Stakeholder feedback during implementation is used to refine practices and ensure strategies are meeting intended outcomes.

(3) Revision and Continuous Improvement

The district plan is reviewed and revised annually and as needed based on:

Updated student performance and accountability data

Stakeholder survey results

Program monitoring outcomes

Feedback from school-level teams and parents

Revisions are made collaboratively with stakeholders to ensure the plan remains responsive to student needs and aligned with district goals and state expectations.

Three-Year Stakeholder Engagement Timeline

Year 1 (Plan Development and Initial Implementation):

Fall: Stakeholder needs assessments, surveys, and data review meetings

Winter: Draft plan development and stakeholder feedback sessions

Spring: Plan finalization, Board approval, and initial implementation review

Year 2 (Implementation and Monitoring):

Fall: Review prior year outcomes and refine strategies

Winter: Stakeholder progress meetings and data analysis

Spring: Mid-cycle plan revisions and resource alignment

Year 3 (Evaluation and Revision):

Fall: Comprehensive data review and stakeholder surveys

Winter: Evaluation of program effectiveness and stakeholder input

Spring: Plan revisions and preparation for next three-year planning cycle

Conclusion

Grainger County Schools ensures that stakeholder involvement is continuous, meaningful, and documented throughout the entire three-year planning window. By engaging stakeholders in development, implementation, and revision processes, the district promotes transparency, shared ownership, and continuous improvement in support of student success.

Well-rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a district will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high-quality materials.

As required under ESSA Title IV, Part A §4106(d)(1)(A), describe the district's vision of a well-rounded education and how it will ensure all students have access to those courses, activities, and programs. Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

*

- a detailed description of the district's vision for a well-rounded education and how that might evolve over the next three years;
- a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the district's vision;
- actions the district will take over the next three years to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the district's vision; and
- specific local, state, and federal funding sources (including Title IV, Part A program funds), that support the district's efforts.

Grainger County Schools is committed to providing a well-rounded education that ensures all students have equitable access to a comprehensive, engaging, and rigorous educational experience that prepares them for postsecondary success, careers, and responsible citizenship. Our vision extends beyond mastery of core academic subjects to include opportunities in career and technical education (CTE), fine arts, health and wellness, technology integration, and early postsecondary pathways. Over the next three years, the district will continue to expand access to these opportunities while strengthening alignment between K-12 instruction, workforce needs, and postsecondary readiness.

Vision for a Well-Rounded Education (Next Three Years)

The district's vision is to create a cohesive PreK-12 system where every student has access to diverse academic and enrichment opportunities regardless of background or school assignment. This vision will evolve through:

Expansion of early postsecondary opportunities (EPSOs), including dual enrollment, industry certifications, and work-based learning experiences.
 Increased access to technology-rich instruction and digital resources.
 Strengthened partnerships with local industries and postsecondary institutions to align coursework with workforce demands.
 Enhanced focus on student wellness, including physical, social, and emotional health.
 Continued development of the Grainger County Virtual Academy (GCVA) to expand flexible learning options.

Courses and Opportunities Beyond Core Subjects

Elementary (Grades K-5):

Fine arts (music and visual arts)
 Physical education and coordinated school health initiatives
 STEM enrichment opportunities and digital literacy integration
 Library/media services to promote literacy and research skills

Middle School (Grades 6-8):

Career exploration courses and CTE pathway awareness
 Fine arts programs (band, art)
 Health and wellness education
 Introduction to technology and digital citizenship
 World language exploratory opportunities (where available)

High School (Grades 9-12):

Robust CTE programs, including Industrial Electricity and other career pathways
 Early postsecondary opportunities (dual enrollment with Walters State Community College and TCAT Morristown, industry certifications, and work-based learning)
 Fine arts (band, visual arts)
 Health/physical education and lifetime wellness

Expanded access to virtual courses through GCVA
ACT/SAT preparation resources and career readiness supports (including ASVAB)
Ensuring Equitable Access for All Student Subgroups

Grainger County Schools will take the following actions to ensure equitable access for all students, including students with disabilities, economically disadvantaged students, English learners, and other subgroups:

Provide accommodations, modifications, and assistive technologies to ensure access to rigorous coursework for students with disabilities.
Expand inclusive practices and co-teaching models to increase participation in general education and advanced coursework.
Ensure transportation and scheduling flexibility to allow participation in EPSOs, CTE programs, and work-based learning.
Utilize data to identify and remove barriers to participation in advanced and enrichment opportunities.
Strengthen transition supports (elementary to middle, middle to high, and high school to postsecondary) to ensure continuity of access.
Continue professional development for educators focused on differentiation, inclusion, and culturally responsive teaching practices.
Grainger County Schools will support these efforts through a combination of local, state, and federal funding sources. Local funds will support staffing, materials, transportation, and program operations. State funds, including TISA allocations and CTE funding, will support instructional programs, career pathways, and student services. Federal funds, including Title I, Title II, Title III, Title IV, Part A, IDEA, and other applicable grants, will be used to support academic enrichment, technology integration, safe and healthy students, professional development, supplemental materials, student supports, and expanded access to well-rounded educational opportunities. Title IV, Part A funds will specifically support activities aligned to well-rounded education, safe and healthy students, and the effective use of technology to ensure students have access to an enriched and equitable educational experience.

Safe, Supportive, and Healthy Environments

As required under ESSA Title IV, Part A §4106(d)(1)(B), describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments in all schools and how the district will meet those needs. Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

*

- a detailed description of the district's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the district will implement to meet those needs over the next three years; and
- specific local, state, and federal funding sources (including Title IV, Part A) the district will utilize to provide safe, supportive, and healthy environments in schools.

Safe, Supportive, and Healthy Environments

In accordance with ESSA Title IV, Part A -4106(d)(1)(B), Grainger County Schools (GCS) has identified priority needs and implemented a comprehensive approach to ensure that all students learn in safe, supportive, and healthy school environments. These efforts are guided by data, stakeholder input, and continuous improvement practices and are supported through local, state, and federal funding sources, including Title IV, Part A.

Priority Needs and Strategies (Three-Year Plan)

1. Safe Learning Environments

Priority Needs:

Strengthening school safety infrastructure and emergency preparedness

Enhancing threat assessment, prevention, and response protocols

Ensuring staff and students are trained in safety procedures

Maintaining secure facilities and controlled access points

Strategies to Meet Needs:

Over the next three years, GCS will:

Continue implementation and annual review of district and school Emergency Operations Plans (EOPs)

Conduct regular safety drills and tabletop exercises in collaboration with local law enforcement and emergency management

Provide ongoing training related to threat assessment, mandated reporting, and school safety procedures

Utilize safety-related technology and equipment to enhance security

Review safety data and incident reports to inform continuous improvement

2. Supportive Learning Environments

Priority Needs:

Addressing students' social-emotional and behavioral needs

Supporting positive school climate and student engagement

Ensuring equitable access to counseling, mental health, and behavioral supports

Strengthening relationships among students, families, and school staff

Strategies to Meet Needs:

Over the next three years, GCS will:

Implement evidence-based social-emotional learning (SEL) and behavior support practices

Provide professional development for staff related to trauma-informed practices, student engagement, and mental health awareness

Strengthen multi-tiered systems of support (MTSS) to address academic, behavioral, and social-emotional needs

Use climate surveys, attendance data, and discipline data to monitor effectiveness

3. Healthy Learning Environments

Priority Needs:

Promoting physical and mental health for students and staff

Ensuring access to health services and wellness supports

Supporting nutrition, physical activity, and overall student well-being

Addressing barriers to learning related to health and wellness

Strategies to Meet Needs:

Over the next three years, GCS will:

Continue implementation of Coordinated School Health initiatives aligned to state guidance

Provide access to school nursing services and health-related supports

Promote wellness activities, physical activity, and healthy nutrition practices

Offer professional learning focused on student health, wellness, and prevention

Partner with local agencies to provide additional health and wellness resources

Funding Sources Supporting Safe, Supportive, and Healthy Environments

Grainger County Schools utilizes a combination of local, state, and federal funding sources to support these initiatives, including:

ESSA Title IV, Part A - Student Support and Academic Enrichment:

Supports school safety initiatives, mental health and SEL supports, professional development, and activities that promote healthy and supportive learning environments.

ESSA Title I, Part A:

Supports interventions and services that address academic and non-academic barriers to learning in Title I schools.

State and Local Funds:

Support staffing, safety measures, health services, facility maintenance, and ongoing operational needs.

Other Federal or Grant Funds (as applicable):

Support additional safety, health, and wellness initiatives aligned to district priorities.

Conclusion

Through intentional planning, stakeholder engagement, and strategic use of Title IV, Part A and other funding sources, Grainger County Schools is committed to maintaining and strengthening safe, supportive, and healthy learning environments for all students. These efforts are continuously monitored and refined throughout the three-year planning window to ensure alignment with student needs, district goals, and ESSA requirements.

Integration and Effective Use of Technology in the Classroom

As required under ESSA Title IV, Part A §4106(d)(1)(C), describe the level of access that students have to technology as part of the instructional program and how the district ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the district taking to address these challenges? Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

*

- a detailed description of the level of access students have to technology across all grade bands and how the LEA intends to improve access over the next three years,
- a detailed description of how the district ensures technology is being utilized effectively by students and educators,
- a detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges, and
- specific local, state, and federal funding sources (including Title IV, Part A) that support the integration and effective use of technology.

Integration and Effective Use of Technology in the Classroom

Grainger County Schools (GCS) is committed to providing equitable access to technology and ensuring its effective integration into instruction to support student achievement, engagement, and college and career readiness. In alignment with ESSA Title IV, Part A -4106(d)(1)(C), the district continually evaluates student access to technology, instructional use by educators, and systemic challenges to effective implementation.

Level of Access to Technology Across All Grade Bands and Plans for Improvement:

Elementary (PreK-5):

Students in grades PreK-5 have regular access to instructional technology through shared and classroom-based devices, including Chromebooks, iPads, interactive displays, and teacher-led instructional platforms. Technology is primarily used to support foundational literacy and numeracy skills, intervention programs, formative assessment, and differentiated instruction. Teachers integrate age-appropriate digital tools to reinforce core instruction while maintaining developmentally appropriate balance with hands-on learning.

Middle School (Grades 6-8):

Students in grades 6-8 have increased access to individual Chromebooks and classroom technology to support blended learning environments. Technology is utilized for research, digital literacy, project-based learning, intervention supports, and online assessments. Students regularly engage with learning management systems and district-approved instructional software aligned to Tennessee academic standards.

High School (Grades 9-12):

High school students have consistent access to individual devices to support advanced coursework, CTE pathways, online testing, college and career readiness activities, and virtual learning opportunities. Technology is integrated into credit recovery, dual enrollment preparation, ACT/SAT readiness, and career exploration platforms.

Three-Year Improvement Plan:

Over the next three years, GCS intends to:

Continue progressing toward consistent 1:1 device availability in grades 3-12.

Replace aging devices and expand access in early grades as developmentally appropriate.

Improve network infrastructure, bandwidth, and classroom technology to support increased digital demands.

Expand assistive technology and accessibility tools to meet diverse learner needs.

Ensuring Effective Use of Technology by Students and Educators

The district ensures effective technology utilization through:

Professional Learning: Ongoing job-embedded professional development focused on instructional technology integration, digital assessment tools, blended learning strategies, and data-driven instruction.

Instructional Alignment: All digital tools and platforms are aligned with Tennessee academic standards and district instructional priorities.

Monitoring and Support: School administrators and instructional coaches monitor classroom implementation and provide targeted feedback and support.

Assessment and Data Use: Educators utilize technology-based formative and summative assessments to inform instruction and provide timely feedback to students.

Challenges in Technology Integration and Steps to Address Them

Identified Challenges:

Inconsistent device availability across grade levels due to aging equipment.

Varying levels of teacher confidence and proficiency in instructional technology integration.

Connectivity limitations in some instructional spaces and student homes.

Balancing instructional technology use with developmentally appropriate practices in early grades.

Steps Being Taken:

Strategic replacement cycles for devices and classroom technology.

Targeted professional development differentiated by educator need and experience level.

Continued upgrades to district infrastructure and network capacity.

Expanded support for blended learning and offline instructional options.

Use of data and classroom observation feedback to refine implementation practices.

Funding Sources Supporting Technology Integration

Technology integration in Grainger County Schools is supported through a combination of local, state, and federal funding sources, including:

ESSA Title IV, Part A (Student Support and Academic Enrichment): Supports instructional technology purchases, professional development, and initiatives that improve digital learning experiences.

ESSA Title I, Part A: Supports technology-based interventions and instructional resources in Title I schools.

State and Local Funds: Used for device replacement, infrastructure improvements, classroom technology, and ongoing maintenance.

Other Federal Grants (as applicable): Support connectivity, safety, and instructional innovation initiatives.

Conclusion

Grainger County Schools remains committed to expanding equitable access to technology, strengthening instructional integration, and addressing challenges through strategic planning and targeted investment. Through continued use of Title IV, Part A and other funding sources, the district is positioned to enhance digital learning environments that support student success and educator effectiveness now and into the future.

TSI, ATSI, and/or CSI School Supports

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TSI, ATSI, and/or CSI School Supports

☒ N/A Check if the district does not have at least one TSI, ATSI, and/or CSI school.

Identify Priorities and Root Causes

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Using provided, local, and other available data, district planners must conduct a thorough needs assessment that includes the identification of strengths and challenges, articulation of clear priorities, and identification of prior strategies that supported improvements and root causes that may have limited the gains experienced in the priority area.

Identified priorities will serve as the focus for goals for the three-year plan for the district and its schools. For this reason, district planners should determine what broad areas need improvement, which specific subgroups should be included, and which specific, measurable targets will be met for all students and the identified subgroups over the next three years.

Provided data can be found in the Planning folder in TNShare. Additional resources to support the district's required needs assessment include:

- Needs assessment section of the support guide
- Fishbone diagram

Data analysis must include the following required areas: ELA, math, college career readiness and/or ACT/SAT, graduation rate, and student attendance. Upon completion, identify the district's areas of overall and greatest need for improvement for the next 3 years.

Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus area, grade bands, subgroups, etc. For any area required for analysis that is not identified for improvement, state the area and "No improvement identified." For example, Student attendance - No improvement identified.	Prior strategies that have supported improvements	Root cause for slow or limited gains in the priority area

* ELA K-2 Continue improvements 3-8 TCAP and HS EOC: Increase Achievement for all students,SWD, ELL	* -Implementation of HQIM ELA Curriculum K-12 - Collaborative Planning to develop/use common pacing guides/standards checks and analyze data -i-Ready Implementation -Data Analysis Protocols TN All Corps Tutoring K-5 -Summer Camp Programming -Intentional RTI Groupings	* -Inconsistencies in the implementation of the adopted ELA HQIM curriculum as designed/lack of student engagement with the materials - TCAP writing results reveal considerable differences in student writing performance across grade levels and schools -Inconsistent use of data to inform instruction and ensure all learners can effectively engage with and succeed in the ELA HQIM curriculum
* Math-Achievement and Growth District Support for K-2 teachers with HQIM implementation as designed. K-2 i-Ready 3-8 TCAP and 9-12 EOC Increase Achievement for all students	* Use of outside vendor to assist in the implementation of Math HQIM K-12 Collaborative work with East Core Math consultant Collaborative Planning, Coaching Cycles and Professional Development to support all math teachers. Common pacing guides and topic assessments K-12. i-Ready implementation District level Data Analysis Protocols	* -Inconsistencies in the implementation of SAVVAS HQIM as designed. - Limited teacher understanding of TN State standards and Instructional Focus Documents. -Tier 1 instruction is often delivered at procedural level understanding instead of conceptual level of understanding. - Inconsistent use of data to inform instruction and ensure that all learners have access points within the curriculum. -Lack of consistent and regular district math support. -Inconsistent monitoring at the district and school level
* Student Readiness: ACT & Graduation Rate	* NIET Support: focusing on student engagement and student ownership. HQMI: Implementing the embedded ACT material provided in the ELA curriculum. ACT incentives and recognition programs. WOW Career Fair: Middle and high school students explore career interests. CTE Showcase Days: 8th grade students visit respective high schools to tour all available programs of study. Career Counseling: connect students' interests and skills an intentional work-based learning experience.	* Lack of required rigor and reading stamina in core content to support ACT standards. Inconsistent implementation of HQIM text-based instruction. Basic skills deficit and a lack of conceptual understanding of how math topics build and intertwine. A disconnect between the importance of ACT mastery and non-traditional career bound students. A weak number sense and limited fluency which causes difficulty in problem solving. An understanding of procedural mathematics rather than application and reasoning.
* Student Attendance	* Juvenile Court Systems: Partnered with juvenile court system and related entities to utilize all available resources to address and support chronically absent students and their families. Parent Daily Absentee Notification: Utilized Edupoint data and School Messenger daily to inform parents of student absences.	* A disconnect between daily school attendance and future success.

Goal 1: Grade 3 ELA (Required)

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☐ N/A The district does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* 70 % of students will score proficient on the 3rd grade TCAP by	* Year 2032
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Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* 56.6%	* 3rd Grade ELA TCAP Data
2027-28	* 57.3%	* 3rd Grade ELA TCAP Data
2028-29	* 59%	* 3rd Grade ELA TCAP Data

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Provide strategic support through High Dosage/Low Ratio Tutoring in K-3 To achieve our goal for K-3 ELA, Grainger County Schools will continue to provide high dosage/low ratio (1:3) tutoring for at-risk students. We will achieve this by providing targeted tutoring for the following students: -K-3 grade students scoring below benchmark but not being served in RTI with an intentional focus on third graders. -K-3 Retained students GCS will: -Use HQIM or i-Ready Resources during Tutoring -Provide students tutoring 12 hours each semester 2x a week	Tutoring Benchmark Indicators monitored by the Lead Tutor Crystal Hooper -Data from i-Ready screening (3x year) will be used to track students' progress toward reading skills and standards mastery. -Progress monitoring data (bi-monthly or monthly) will be used to monitor students' progress in tutoring. -Tutoring Goal: By the end of the year, 75% of students in tutoring have one year's typical growth on i-Ready.	\$ 442,000.00	Local: \$110,000.00

Summer Learning Camp To best utilize resources, Grainger County will consolidate elementary Summer Camp locations to three locations, Bean Station, Rutledge Elementary and Washburn School. Grainger County Schools will continue to use HQIM instructional materials in summer camp to increase the percentage of students who are meeting grade-level expectations. We will achieve this by: - Providing additional HQIM training for summer camp instructors - Monitoring progress by analyzing summer camp assessment data. - Providing RTI and tutoring during summer camp.	Benchmark Indicators for summer camp are monitored by Lisa Setsor, Curriculum Supervisor and Staci Gray, GCS Testing Coordinator. -75% of students score higher on the post-assessment than pre-assessment -100% of students who are required to attend summer camp attend 90% of the time.	\$ 282,000.00	
Foundational Skills Support: GCS will continue to support all learners in Tier 1, and address reading skill deficits during RTI time to increase the percentage of students who are meeting grade level expectations. -Provide Foundational Skills professional development opportunities provided to K-3 teachers -Implementing School Level Coaching Support for teachers to improve foundational/HQIM implementation - Providing Targeted RTI Services for students to help reduce the gaps in foundational skills	Benchmark Indicators for Foundational Skills/RTI Support will be monitored by elementary Instructional Coaches at each school. -Data from i-Ready /Aimsweb screening (3x year) will be used to track students' progress toward reading skills. -Progress monitoring data (bi-monthly or monthly) will be used to monitor students' progress in RTI interventions.	\$ 292,000.00	Local: \$100,000.00

Goal 2

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Goal 2

K-12 Literacy

By May 2029, Grainger County will increase the percentage of students who are meeting or exceeding expectations in K-12 ELA outcomes for all students and students with disabilities.

- Increase the percentage of students in K-2 who score mid or above grade level on the EOY i-Ready Diagnostic from 35% to 44%
- Grades 3-5: 43.8% to 52.8% All Students (16.3% to 19.3% SWD)
- Grades 6-8: 35.9% to 44.9% All Students (4.7% to 7.7% SWD)
- English I: 27.5% to 36.5% All Students; (0% to 3% SWD)
- English II: 51.7% to 60.7% All Students; (4.5% to 7.5% SWD)
- 60% of English Learners will meet the appropriate growth standards on ELPA annually

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* -K-2: 38% All Students -3-5: 46.8% All Students; (17.3% SWD) -6-8: 38.9% All Students; (5.7% SWD) -ENG I: 30.5% All Students; (1% SWD) -ENG II: 54.7% All Students; (5.5% SWD)	* K-2 i-Ready Benchmark 3-8 TCAP ENG I & II EOC
2027-28	* -K-2: 41% All Students -3-5: 49.8% All Students; (18.3% SWD) -6-8: 41.9% All Students; (6.7% SWD) -ENG I: 33.5% All Students; (2% SWD) -ENG II: 57.7% All Students; (6.5% SWD)	* K-2 i-Ready Benchmark 3-8 TCAP ENG I & II EOC
2028-29	* K-2: 44% All Students; -3-5: 52.8% All Students; (19.3% SWD) -6-8: 44.9% All Students; (7.7% SWD) -ENG I: 36.5% All Students; (3% SWD) -ENG II: 60.7% All Students; (7.5% SWD)	* K-2 i-Ready Benchmark 3-8 TCAP ENG I & II EOC

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Support K-12 teachers to successfully use ELA HQIM: To achieve our goal for K-12 ELA, Grainger County Schools will support all ELA teachers (including Special Ed. and ELL teachers) to successfully use HQIM to increase the quality of instruction by keeping high-quality texts at the center of instruction to increase student outcomes. We will support teachers by: -Utilizing district grade-level collaborative planning and School PLCs to provide time for teachers (including ELA, Sped, and EL Teachers), coaches, and administrators to work toward successful implementation of the ELA HQIM curriculum as designed. -Utilizing student work analysis protocols in writing workshops to unify grading practices after each module's common writing assessments. Data from the collaborative grading and results analysis will be used to drive future instructional decision-making. -Leveraging HQIM writing resources to deliver PD and coaching support, along with conducting learning walks during writing lessons. -Providing ongoing professional development to incorporate effective engagement strategies(cold-calling, think-pair-share, jigsaw) in lesson prep	Kristi Savage, K-8 ELA District Coach, Margaret Martin, 9-12 ELA District Coach will monitor: -K-8 i-Ready Diagnostic Assessments/ i-Ready Growth Reports will be analyzed 3X year to monitor growth in the % of students moving to grade level expectations and meeting the i-Ready growth targets including EL and SWD's subgroups. -9-12 Early Warning System (EWS)to be reviewed at a minimum monthly by HS RTI Leader. -K-12 conducts ongoing reviews of multiple sources of data, including TCAP, EOC, and Standards Check Data occur (at least quarterly). -K-12 Literacy Walks will be conducted each semester using the GCS Walkthrough Tool to monitor the strength of curriculum implementation, student engagement, and student understanding of the learning goal in connection to the classroom activities. Data from the walks will be collected, analyzed, and communicated to stakeholders at each school in service of planning for future planning sessions, needed PD, or coaching support. Goals: -100% of teachers use HQIM - Engagement Strategies used in each lesson that deliberately check for understanding -Questioning and tasks require students to do the majority of the work via speaking, listening, reading, and writing.	\$ 442,000.00	Local: \$99,000.00
K-8 i-Ready Implementation/Data Analysis: GCS is using i-Ready benchmarks, myPath, and data to track student achievement and make data based instructional decisions. -K-8 students work on their individualized reading pathways for 30-45 minutes per week. - Teachers use i-Ready data to identify gaps in skill and standard mastery, and then use i-Ready lessons to provide needed instruction -Data Tracking/Goals Teachers use the District Achievement Planners to track student growth and achievement, and students use i-Ready Goal sheets to track their individual progress	-School Leads (admin & instructional coaches)will monitor i-Ready Personalized Instruction Reports weekly to help ensure students are meeting the goal of 30-45 minutes per week on i-Ready myPath & maintaining a 70% pass rate. - Teachers meet with school/district leaders 3x annually to track i-Ready Diagnostic data to make data based decisions to inform future instruction.	\$ 5,000.00	Local: \$5000.00

Collaboration with TDOE/Vendors to increase ELA Achievement: -GCS has entered into a five year contract with TNTP to implement the Comprehensive Literacy State Development (CLSD) Grant to support HQIM implementation at Rutledge Middle School, Washburn School and Grainger High School with an intentional focus on the county's two high schools. Activities include: participating in 20 TNTP support days per year, using 3 TNTP created asynchronous modules each year of the grant to train district leaders, school leaders, and identified teachers((ELA, SS, & Science), IPG Walks 3x per year, and completing an annual survey. -GCS is attending in all TDOE Acceleration for All events to support collaborative planning with ELA, ELL, & SPED Staff to increase student achievement for all students, SWD, and ELL subgroups.	Kristi Savage, K-8 ELA District Coach, Margaret Martin, 9-12 ELA District Coach will monitor: -District-wide annual TCAP/EOC Data for ELA growth for all students and the SWD/ELL subgroups. -TNTP/Leaders will conduct three cycles of Learning Walks per year in identified teachers classrooms to inform next steps -100% of CSLD stakeholders will participate in the 3 asynchronous modules per year -100% participation of Acceleration for All convenings	\$ 282,000.00	Comprehensive Literacy State Development (CLSD) Grant-\$90,000.00 - TDOE Provides Acceleration for All Training for Districts/School Leaders
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Goal 3

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

Goal 3

K-12 Math Achievement

By May 2029, Grainger County will increase student achievement for all students by increasing the percentage of students who are meeting or exceeding grade level expectations.

- Increase the percentage of students in K-2 who score mid or above grade level on EOY Math i-Ready 31% to 40%.
- Increase the percentage of students in grades 3-5 who score met or exceeded on Math TCAP from 40% to 49% (11% to 20% SWD)
- Increase the percentage of students in grades 6-8 who score met or exceeded on Math TCAP from 33% to 42% (7% to 16% SWD)
- Increase percentage of students in grades 9-12 who score met or exceeded on the Math EOC from 17% to 26% (3% to 12%SWD)

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* K-2 All Students: 34% 3-5 All Students:43%/ 3-5 SWD:14% 6-8 All Students: 36%/ 6-8 SWD: 10% 9-12 All Students: 20% /9-12 SWD: 6%	* K-2 i-Ready Benchmark, 3-8 TCAP, 9-12 EOC
2027-28	* K-2 All Students: 37% 3-5 All Students:46 %/3-5 SWD:17% 6-8 All Students:39%/6-8 SWD:13% 9-12 All Students:23%/9-12 SWD:9%	* K-2 i-Ready Benchmark, 3-8 TCAP, 9-12 EOC
2028-29	* K-2 All Students: 40% 3-5 All Students:49%/3-5 SWD:20% 6-8 All Students:42%/6-8 SWD:16% 9-12 All Students:26%/9-12 SWD:12%	* K-2 i-Ready Benchmark, 3-8 TCAP, 9-12 EOC

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description	Benchmark Indicator	Estimated TISA Amount, if applicable	Other funding source and amount, if applicable
Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Methods for checking progress of implementation and improvement throughout the year.	Enter \$0 if not applicable.	

Support K-12 Math teachers to successfully Implement high-quality instructional materials as designed. To achieve our goals for K-12 math, Grainger County will continue to improve Math performance by focusing on implementing high-quality Tier 1 instructional practices. GCS will continue to support and monitor teachers by: -utilizing the GCS lesson prep protocol that focuses on implementing Envision Mathematics as designed -providing collaborative prep time with a common prep protocol -utilizing the TN Instructional Focus Documents to align tier 1 instruction with Level 3 and Level 4 Evidence of Learning Statements and Instructional Focus Statements -Implementing HQIM shared learning sessions. Shared learning is cyclical and based on data collected from learning walks. Professional learning opportunities will be embedded into prep cycles which will ensure they are timely, intentional, and focused on the needs of teachers. -providing new teachers or teachers who are new to math classrooms initial training and support for K-12 HQIM and i-Ready.	School Leaders will monitor progress quarterly: K-12 teachers will continue implementing SAVVAS HQIM by utilizing district unit and lesson prep protocols during lesson prep. The District Math team will lead and continuously monitor progress: Ongoing support will be provided during district level common prep sessions. -K-2 district grade level meetings will be scheduled on Professional Development Days. Additional support will be provided at the school level. -3rd-8th grade math teachers will meet quarterly for common prep. -9th-12th grade teachers will meet twice quarterly for common prep.	\$ 5,000.00	Local: 7,000.00 (additional HQIM, substitutes)
Analyze Student Mastery of Standards To support teachers in identifying and determining access points and trends across all student groups, GCS will provide opportunities for teachers to analyze student work from HQIM and review data. Expectations: -Student Work Analysis During the 2026- 2027 school year, teachers in grades 7-8 and Algebra 1 will work with instructional coaches and/or grade level teams to review data and analyze student work from HQIM lessons monthly -Interventionist, building level coaches, administrators, and teachers, including Special Education, will participate in data conversations centered student mastery of standards. -Maintain ongoing communication amongst key stakeholders regarding students' understanding of grade level expectations by utilizing multiple sources of information, such as i-Ready data, GCS topic assessments data tracking, and teacher pacing guides. -District leaders, along with external support, will develop and implement the use of student work analysis protocol.	Both District and School Leaders will monitor: -iReady Data (3x year) will be used to track student growth and achievement for students in grades K-8. -GCS Student Achievement Planners will be analyzed at least 3 times per year to track student growth and achievement of students scoring at met or exceeded expectations on 2024-2025 TCAP tests. -Topic Assessments provided by the SAVVAS curriculum will be monitored quarterly and compared to previous years' data to determine student achievement and the percentage of students scoring at the 70% mark.	\$ 0.00	Local: \$5,000.00
Math Learning Walks GCS will continue to conduct Math learning walk using the Envision Mathematics Best Practices tool aligned with the State of TN Math IPG to monitor implementation of SAVVAS HQIM. Expectations: - School level learning walks will be conducted using the GCS Envision Mathematics Best Practices tool at least two times per semester by building level leadership. -District level learning walks will be conducted in grades 3-12 using the GCS Envision Mathematics Best Practices tool (3 times per year.) -Math teachers who are identified as in need of additional support will be visited more frequently by school and/or district leaders. -District leaders, building level administrators, and coaches will schedule and participate in Learning Walks on a regular basis. -Data collected from learning walks will drive shared learning experiences for teachers. Additionally, teachers and coaches will work together during coaching cycles to prep the HQIM.	Following District Learning Walks (3 times per year), the District Math team will conduct a step back meeting to drive county wide shared learning goals and monitor: - intentionality about how time is used - classroom teacher usage of HQIM 100% of the time -the utilization of High Impact Teaching Strategies to provide all students with opportunities to do mathematical thinking within the lesson. -data collected from classroom learning walks will be immediately analyzed and communicated to inform next steps-what training, supports or shifts are needed etc.	\$ 0.00	

Goal 4

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

 ☐ This goal not established.

Goal 4

School Climate- Absenteeism and Behavior

By May 2029, Grainger County Schools will fully align RTI-A and RTI-B frameworks across all district schools by implementing unified academic and behavior supports, increasing the district's overall DCAT score by at least 10% (65% to 71.5%) as measured by fall 2028 DCAT scores and documented implementation fidelity data.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* By May 2027, Grainger County Schools will fully align RTI-A and RTI-B frameworks across all district schools by implementing unified academic and behavior supports, increasing the district's overall DCAT score by at least 5% (65% to 68.25%) as measured by spring 2027 DCAT scores and documented implementation fidelity data.	* -Completion of DCAT -Review of School Implementation Fidelity Assessment Scores -Fidelity checks through review of monthly agenda and notes
2027-28	* By May 2028, Grainger County Schools will fully align RTI-A and RTI-B frameworks across all district schools by implementing unified academic and behavior supports, increasing the district's overall DCAT score by at least 8% (65% to 70.2%) as measured by spring 2028 DCAT scores and documented implementation fidelity data.	* -Completion of DCAT -Review of School Implementation Fidelity Assessment Scores -Fidelity checks through review of monthly agenda and notes
2028-29	* By May 2029, Grainger County Schools will fully align RTI-A and RTI-B frameworks across all district schools by implementing unified academic and behavior supports, increasing the district's overall DCAT score by at least 10% (65% to 71.5%) to as measured by spring 2029 DCAT scores and documented implementation fidelity data.	* -Completion of DCAT -Review of School Implementation Fidelity Assessment Scores -Fidelity checks through review of monthly agenda and notes

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Collaborate with Tennessee Tiered Supports Center to provide targeted training, coaching, and technical assistance for all district schools. District coaches meet with TTSC monthly. TTSC staff attends District Leadership Team meetings quarterly.	-Review of District Leadership Team agenda/notes -Review of District Implementation plan biannually to check progress on established goals/action steps	\$ 0.00	
Provides peer networking opportunities on RTI2-A + RTI2-B alignment, systems and practices. Monthly coaching sessions are provided by District Coordinators for school leaders and RTI A+B School Team Leads.	-Attendance tracking of monthly scheduled coaching sessions. -Review of School Implementation Fidelity Assessment - Review School Leadership Team monthly agenda and notes	\$ 0.00	
Develop data system that provides implementation data as well as academic and behavioral student outcome data. DLT members including all principals and coaches K-12 will utilize, access and collect RTI2-A + RTI2-B data to make district-wide data-based decisions about alignment of student support systems.	-Data system is checked quarterly by district team to monitor data input -School leadership team meeting agendas should reflect review of data using data system	\$ 0.00	

Goal 5

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal 5

Student Readiness

Grainger County schools will take specific measures to equip the 2027 - 2029 graduate cohorts with academic and non-academic skills to succeed in their chosen career path with specific focus toward the 9-12 academic years.

ACT: increase the percentage of students meeting the ACT Ready Graduate benchmark (21) from 24.3% to 26.5% (2030 cohort), and a continued growth of 3% in the following years.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 25.02% of the 2027 graduate cohort will reach a benchmark score of 21 or higher on the ACT. SWD subgroup will increase to 8.4%.	* ACT Data
2027-28	* 25.77% of the 2028 graduate cohort will reach a benchmark score of 21 or higher on the ACT. SWD subgroup will increase to 8.7%.	* ACT Data
2028-29	* 26.5% of the 2029 graduate cohort will reach a benchmark score of 21 or higher on the ACT. SWD subgroup will increase to 8.9%.	* ACT Data

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable

Strategy 1: Improve ACT Awareness and Data Use Grainger County Schools will increase awareness and understanding of ACT expectations by providing timely ACT performance data and testing information to school leaders, teachers, students, and families.	ACT performance data will be distributed to school administrators and faculty following each testing cycle. Schools will review ACT data during faculty meetings or PLC discussions at least once per semester. Students and families will receive ACT readiness information, including testing expectations and preparation resources, at least once per semester. Schools will monitor student progress toward ACT College Readiness Benchmarks through available assessment data.	\$ 0.00	
Strategy 2: Strengthen ACT-Aligned Instruction and Teacher Capacity Grainger County Schools will strengthen Tier I instruction by embedding ACT-aligned question types, rigor, and skill development into classroom instruction and assessments through the use of HQIM. The district will provide supplemental ACT-aligned resources where needed and partner with GEAR UP to provide professional learning that supports teacher understanding of ACT expectations.	Teachers in tested subject areas will participate in ACT-focused professional learning opportunities. Teachers will incorporate ACT-style questions and tasks into Tier I instruction and classroom assessments. Supplemental ACT-aligned instructional resources will be provided where needed to support instruction. PLC teams will review ACT-related instructional strategies and student performance data to guide instruction.	\$ 0.00	
Strategy 3: Improve student performance by strengthening literacy instruction with HQIM and increasing student ownership of learning. Through a partnership with TNTP, GCS will strengthen adolescent literacy skills by supporting teachers in implementing research-based reading and writing strategies across content areas. Improving students' ability to analyze complex texts and communicate ideas effectively will support improved performance on ACT English, Reading, and Science sections and increase overall college readiness.	High school teachers participate in TNTP-supported literacy professional learning. Teachers implement literacy strategies within Tier I instruction across content areas. Students engage with grade-level texts and writing tasks aligned to college readiness expectations.	\$ 0.00	CSLD Grant-\$80,000.00
Strategy 4: Identify and Support At-Risk Students Grainger County Schools will use the RTI ² -A and RTI ² -B frameworks to identify students at risk of not graduating and provide targeted academic, behavioral, and attendance interventions to support student success.	Leadership teams will review academic, attendance, and behavior data each grading period to identify at-risk students. Students identified through RTI ² processes will receive Tier II or Tier III academic or behavioral supports as appropriate. Schools will regularly monitor student progress and adjust interventions based on data.	\$ 0.00	
Strategy 5: Increase Credit Attainment and Academic Progress Grainger County Schools will support students in earning required credits through RTI ² academic interventions, targeted instructional support, and expanded credit recovery opportunities. Grainger County Schools will provide access to Tutoring .com to provide instructional support to individual students. (GEARUP)	Schools will monitor student credit accumulation and graduation progress each semester. Students who fall behind in coursework will receive targeted academic support and credit recovery opportunities. Teachers will provide Tier II and Tier III academic interventions through RTI ² -A processes to address learning gaps. .	\$ 0.00	GEARUP Grant

Strategy 6: Strengthen College and Career Readiness and Student Engagement Grainger County Schools will partner with GEAR UP to increase student engagement and persistence toward graduation by providing college awareness activities, ACT preparation, and postsecondary planning support. Grainger County CTE programs will provide support and opportunities to increase number of students earning Industry Certifications as part of CTE Programs of Study.

Students will participate in GEAR UP programming related to college readiness, ACT preparation, and career exploration. Schools will provide guidance regarding graduation requirements and postsecondary opportunities. Students and families will receive information and support related to college applications, financial aid, and career pathways. GCS students will increase number of Industry Certifications earned by 3% annually between 2027 and 2030. (240 Industry Certificaitons were earned during the 24.25 school year.)

\$ 0.00

GEAR UP
Grant
Perkins
Grant

Goal 6

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

 ☒ This goal not established.

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

2026-27 to 2028-29 District Plan LEA Assurances

☒ * The Local Education Agency (LEA) hereby assures the Tennessee Department of Education (TDOE) that the LEA will:

1. Ensure that plans are developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools.
2. Work in consultation with schools as the schools develop their plans or activities under ESSA §§1003, 1112, 1114, and 1115 and assist schools as the schools implement such plans so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
3. Make approved LEA and school plans available to parents and the public, and the information contained in such plans shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
4. Coordinate and collaborate with the State educational agency and other agencies providing services to children, youth, and families if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.
5. Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools.
6. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
7. Use the results of the student academic assessments and other measures or indicators available to the agency to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments.
8. Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
9. Inform eligible schools and parents of schoolwide program authority.
10. Provide technical assistance and support to schoolwide programs.
11. If applicable, provide services to eligible children attending private elementary schools and secondary schools, including timely and meaningful consultation with private school officials regarding such services.
12. If applicable, provide early childhood development services to low-income children in compliance with ESSA §641A(a) of the Head Start Act.
13. Comply with the requirements regarding the qualifications of teachers and paraprofessionals and professional development.
14. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
15. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula.

LEA Plan Related Documents		
Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1		
Optional Documents		
Type	Document Template	Document/Link
(LEA Plan) Supporting Documents	N/A	 (LEA Plan) Supporting Documents

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

Overview

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement which are now addressed through the LEA plan. One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.
- Explanation of how the district's stated goals can be met within the district's budget which are now addressed through the LEA plan.
- For reports submitted starting in the 2024-25 school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals. Prior year reflection and expenditures are to be completed at the beginning of each school year as a separate section, now located within the LEA planning process.

Each district's TISA accountability report, including goals, strategies, and reflections, are required to be presented to the public for review and comment before the report is submitted to the department.

Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov.

Completed reports should be submitted in ePlan by November 1, 2026.

Resources

[Click here to open the guide.](#)

Goal 1

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 1: 3rd Grade ELA Proficiency

	56.6 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2026
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	37%	Actual Metrics/Data was 37% for 23-24.
Year 2: 2024-2025 school year (Use previous outcome)	41.6%	Actual Metrics/Data was 41.2% for 24-25.
Year 3: 2025-2026 school year (Use actual outcome)		School Year 25-26 3rd Grade ELA TCAP scores will be used.

* Check the response that best describes the progress made on the 2025-26 target toward Goal 1.

- ☐ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☐ Did not make progress toward target
- ☐ End of year outcome data for 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
	\$	

Goal 2

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

Increase from 36.5% to 39.5% proficiency for Math Achievement Scores in Grades 3rd-8th.
(Increase Math Proficiency Scores for Grades 3-5 to 45%, grades 6-8 to 38% by 2026 .)

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Target-Grades 3-5 -(33%-38%) Grade 3-5 proficiency- 37% Target- Grades 6-8 - (34%-39%) Grade 6-8 proficiency- 28%	3-8 MATH TCAP iReady Benchmark Data - Local benchmarks
Year 2: 2024-2025 school year (Use previous outcome)	Grades 3-5 --5% Increase to 42% proficiency (Actual Outcome= 40%) Grades 6-8 - -5% Increase to 33% proficiency (Actual Outcome= 33%)	3-8 MATH TCAP iReady Benchmark Data - Local benchmarks
Year 3: 2025-2026 school year (Use actual outcome)	Grades 3-5 --36% proficiency Grades 6-8 -- 36% proficiency	3-8 MATH TCAP iReady Benchmark Data - Local benchmarks

* Check the response that best describes the progress made on the 2025-26 target toward Goal 2.

- ☐ Exceeded target
- ☐ Met target
- ☒ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Goal 2 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
	\$	

Goal 3

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal Statement 3:

Increase the number of students that are identified as Ready Graduates by increasing the average to 42.6%. Our 24-25 school year Ready Graduate Rate was 37.6%.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Grades 9-12 ACT College Readiness Benchmark 1%Increase (22.3%-23.3%) Our Ready Graduate rate for 22.23 was 25%.	Ready Graduate Rate - which includes: -ACT scores -Early Post Secondary Opportunities (Completed) -ASVAB scores - Industry Certifications Earned
Year 2: 2024-2025 school year (Use previous outcome)	Increase the percentage of students that are identified as Ready Graduates to 33.3%. (Actual Outcome was 37.6%)	Ready Graduate Rate - which includes: -ACT scores -Early Post Secondary Opportunities (Completed) -ASVAB scores - Industry Certifications Earned
Year 3: 2025-2026 school year (Use actual outcome)		Ready Graduate Rate - which includes: -ACT scores -Early Post Secondary Opportunities (Completed) -ASVAB scores - Industry Certifications Earned

* Check the response that best describes the progress made on the 2025-26 target toward Goal 3.

- ☐ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
	\$	

Goal 4

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal Statement 4:

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)		
Year 2: 2024-2025 school year (Use previous outcome)		
Year 3: 2025-2026 school year (Use actual outcome)		

* Check the response that best describes the progress made on the 2025-26 target toward Goal 4.

- ☐ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Goal 4 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
	\$	

Goal 5

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal Statement 5:

District Goal 5

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)		
Year 2: 2024-2025 school year (Use previous outcome)		
Year 3: 2025-2026 school year (Use actual outcome)		

* Check the response that best describes the progress made on the 2025-26 target toward Goal 5.

- ☐ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Goal 5 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
	\$	

Goal 6

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☐ This goal not established.

Goal Statement 6:

District Goal 6

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)		
Year 2: 2024-2025 school year (Use previous outcome)		
Year 3: 2025-2026 school year (Use actual outcome)		

* Check the response that best describes the progress made on the 2025-26 target toward Goal 6.

- ☐ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Goal 6 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
	\$	

Grainger County Schools (290) Public District - FY 2027 - LEA Plan - Rev 1**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.

Details	Answer
Date(s) of opportunity for local public comment	
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	
Summary of public comment received. If no comments were received, state, "None received."	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

- ☐ Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.
- ☐ Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.

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Optional Documents		
Type	Document Template	Document/Link
(District Plan) Board Approval	N/A	