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Tennessee Investment in Student Achievement

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## Accountability Report Template

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
  - 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 3<sup>rd</sup> grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3<sup>rd</sup> grade students proficient in ELA.<sup>1</sup>
- Explanation how the district's stated goals can be met within the district's budget.
- 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.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 1<sup>st</sup>.

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.

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please contact [tnedu.funding@tn.gov](mailto:tnedu.funding@tn.gov)

Completed reports should be submitted in ePlan by **November 1, 2023**.

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<sup>1</sup> T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3<sup>rd</sup> grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3<sup>rd</sup> grade students proficient in ELA.

DISTRICT INFORMATION		
District Name	Coffee County Schools	
Director of Schools Name	Dr. Charles Lawson	
District Point of Contact for TISA Accountability Report	Name	Dr. Keith Cornelius
	Phone Number	931-723-5150
	Email Address	corneliusk@k12coffee.net
Percent of 3 <sup>rd</sup> grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the spring TCAP	39.8%	

DISTRICT GOAL STATEMENT(S)	
<b>Goal Statement 1:</b> 3 <sup>rd</sup> Grade ELA Proficiency <sup>2</sup>	<b>70</b> % of students will score proficient on the 3 <sup>rd</sup> grade ELA TCAP by <b>2030</b> year
<b>Goal Statement 2:</b>	47.4% of graduating seniors will achieve ReadyGrad status district-wide by 2028
<b>Goal Statement 3:</b>	40% of students will score proficient on the 8 <sup>th</sup> grade ELA TCAP by 2028
<b>Goal Statement 4:</b>	40 % of students will score proficient on the 8 <sup>th</sup> grade Math TCAP by 2028
<b>Goal Statement 5:</b>	

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

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
<b>Goal Statement 1:</b> 3 <sup>rd</sup> grade ELA proficiency <sup>3</sup>	70% of students will score proficient on the 3 <sup>rd</sup> grade ELA TCAP by 2030.			
Year 1: 2023-24 school year	44.3% will score proficient	3 <sup>rd</sup> grade ELA test results from the 2024 District Assessment File which includes all 3 <sup>rd</sup> grade students	<ol style="list-style-type: none"> <li>1. Consistent implementation of HQIM in grades K-3.</li> <li>2. Early identification of at-risk students and provide them with targeted intervention such as RTI.</li> <li>3. Summer programming</li> <li>4. Third grade ELA personnel</li> <li>5. LETRS training for all 3<sup>rd</sup> grade teachers.</li> </ol>	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators at the elementary schools, are paid by general purposes budget to support the implementation of HQIM. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention of teachers. Academic coaches are paid from Federal funds in 2023-2024; however, these positions may be moved to TISA in subsequent funding years. General purposes funds will also support the implementation of LETRS in 3 <sup>rd</sup> grade and the stipends for teacher training and materials. Full onboarding for 3 <sup>rd</sup> grade LETRS will occur in the 2024-2025 SY.

<sup>3</sup> The annual outcome for 3<sup>rd</sup> grade ELA proficiency must include, but is not limited to, the district's goal to increase 3<sup>rd</sup> grade ELA proficiency rates by 15% of the gap over the next 3 years, starting with the 2022-23 TCAP results, to achieve the district's stated goal of at least 70% of 3<sup>rd</sup> grade students proficient in ELA. If the district already has 70% or more of 3<sup>rd</sup> grade students proficient in ELA, it is not required to state in your annual outcomes the 15% gap closure, but must still detail annual outcomes and metrics to either maintain or increase your district's 3<sup>rd</sup> grade ELA proficiency rates and other stated district goals.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
<p><b>Year 2:</b> 2024-25 school year</p>	<p>48.2% will score proficient</p>	<p>3rd grade ELA test results from the 2025 District Assessment File which includes all 3rd grade students</p>	<ol style="list-style-type: none"> <li>1. Consistent implementation of HQIM in grades K-3.</li> <li>2. Early identification of at-risk students and provide them with targeted intervention such as RTI.</li> <li>3. Summer programming</li> <li>4. Third grade ELA personnel</li> <li>5. LETRS training for all 3rd grade teachers.</li> </ol>	<p>Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators at the elementary schools, are paid by general purposes budget to support the implementation of HQIM. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention of teachers. Academic coaches may be paid from TISA. General purposes funds will also support the implementation of LETRS in 3rd grade and the stipends for teacher training and materials. Full onboarding for 3rd grade LETRS will occur in the 2024-2025 SY.</p>
<p><b>Year 3:</b> 2025-26 school year</p>	<p>51.5% will score proficient</p>	<p>3rd grade ELA test results from the 2026 District Assessment File which includes all 3rd grade students</p>	<ol style="list-style-type: none"> <li>1. Consistent implementation of HQIM in grades K-3.</li> <li>2. Early identification of at-risk students and provide them with</li> </ol>	<p>Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators at the elementary schools, are paid by general purposes budget to support the implementation of HQIM. Increases in teacher salaries are used to support</p>

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			targeted intervention such as RTI.  3. Summer programming  4. Third grade ELA personnel  5. LETRS training for all new 3rd grade teachers.	HQIM in instruction, recruitment, and retention of teachers. Academic coaches may be paid from TISA. General purposes funds will also support the implementation of LETRS in 3rd grade and the stipends for teacher training and materials. Onboarding for new 3rd grade teachers regarding LETRS will be recurring.
<b>Year 4: 2026-27 school year</b>	56.5% will score proficient	3rd grade ELA test results from the 2027 District Assessment File which includes all 3rd grade students	1. Consistent implementation of HQIM in grades K-3.  2. Early identification of at-risk students and provide them with targeted intervention such as RTI.  3. Summer programming  4. Third grade ELA personnel	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators at the elementary schools, are paid by general purposes budget to support the implementation of HQIM. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention of teachers. Academic coaches may be paid from TISA. General purposes funds will also support the implementation of LETRS in 3rd grade and the stipends for teacher training and materials. Onboarding for new 3rd grade

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			5. LETRS training for all new 3rd grade teachers.	teachers regarding LETRS will be recurring.
Year 5: 2027-28 school year	61.5% will score proficient	3rd grade ELA test results from the 2028 District Assessment File which includes all 3rd grade students	1. Consistent implementation of HQIM in grades K-3. 2. Early identification of at-risk students and provide them with targeted intervention such as RTI. 3. Summer programming 4. Third grade ELA personnel 5. LETRS training for all new 3rd grade teachers.	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators at the elementary schools, are paid by general purposes budget to support the implementation of HQIM. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention of teachers. Academic coaches may be paid from TISA. General purposes funds will also support the implementation of LETRS in 3rd grade and the stipends for teacher training and materials. Onboarding for new 3rd grade teachers regarding LETRS will be recurring.
Goal Statement 2:	47.4%(Began with 37.4% in the 2023-2024 SY) of graduating seniors will achieve ReadyGrad status district-wide by 2028			
Year 1: 2023-24 school year	39.4% will meet ReadyGrad status	Results of ReadyGrad	1. Seniors enrolled in ACT	Principals, and supporting administrative personnel who

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		<p>indicators including 21 or higher composite on the ACT, 31 or higher composite on the ASVAB, the completion of EPSO courses or approved industry certifications attained by the student and this will be verified from the District Accountability ReadyGrad files from 2023 based upon the 2022 cohort.</p>	<p>prep course based upon Junior ACT composite scores of 16-20.</p> <p>2. ACT prep sessions given school wide every Wednesday for 30 minutes.</p> <p>3. All students enrolled in SDC US History.</p> <p>4. Three CTE Dual Enrollment Courses have been added to course offerings.</p> <p>5. Explore expansion of EPSO courses.</p>	<p>also serve as the instructional coordinators are paid by general purposes budget to support the implementation of HQIM. TISA funds are used to provide additional support and training for SDC teachers, and Dual Enrollment teachers. TISA funds support all students and teachers with school-wide ACT preparation. TISA funds can be used to support possible expansion of staff, curriculum, EPSO assessments and professional development related to EPSO courses. All Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention of teachers. Academic coaches may be paid from TISA.</p>
<p><b>Year 2:</b> 2024-25 school year</p>	<p>41.4% will meet ReadyGrad status</p>	<p>Results of ReadyGrad indicators including 21 or higher composite on the ACT, 31 or higher</p>	<p>1. Seniors enrolled in ACT prep course based upon Junior ACT</p>	<p>Principals and supporting administrative personnel who also serve as the instructional coordinators are paid by general purposes budget to support the implementation of HQIM. TISA</p>

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		composite on the ASVAB, the completion of EPSO courses or approved industry certifications attained by the student and this will be verified from the District Accountability ReadyGrad files from 2024 based upon the 2023 cohort.	<p>composite scores of 16-20.</p> <p>2. ACT prep sessions given school wide every Wednesday for 30 minutes.</p> <p>3. All students enrolled in SDC US History.</p> <p>4. Three CTE Dual Enrollment Courses have been added to course offerings.</p> <p>5. Explore expansion of EPSO courses.</p>	funds are used to provide additional support and training for SDC teachers, and Dual Enrollment teachers. TISA funds support all students and teachers with school-wide ACT preparation. TISA funds can be used to support possible expansion of staff, curriculum, EPSO assessments and professional development related to EPSO courses. All Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention of teachers. Academic coaches may be paid from TISA.
Year 3: 2025-26 school year	43.4% will meet ReadyGrad status	Results of ReadyGrad indicators including 21 or higher composite on the ACT, 31 or higher composite on the ASVAB, the completion of	1. Seniors enrolled in ACT prep course based upon Junior ACT composite scores of 16-20.	Principals and supporting administrative personnel who also serve as the instructional coordinators are paid by general purposes budget to support the implementation of HQIM. TISA funds are used to provide additional support and training for SDC teachers, and Dual



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		<p>EPSO courses or approved industry certifications attained by the student and this will be verified from the District Accountability ReadyGrad files from 2025 based upon the 2024 cohort.</p>	<p>2. ACT prep sessions given school wide every Wednesday for 30 minutes.</p> <p>3. All students enrolled in SDC US History.</p> <p>4. Three CTE Dual Enrollment Courses have been added to course offerings.</p> <p>5. Explore expansion of EPSO courses.</p>	<p>Enrollment teachers. TISA funds support all students and teachers with school-wide ACT preparation. TISA funds can be used to support possible expansion of staff, curriculum, EPSO assessments and professional development related to EPSO courses. All Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention of teachers. Academic coaches may be paid from TISA.</p>
<p><b>Year 4:</b> 2026-27 school year</p>	<p>45.4 % will meet ReadyGrad status</p>	<p>Results of ReadyGrad indicators including 21 or higher composite on the ACT, 31 or higher composite on the ASVAB, the completion of EPSO courses or approved industry certifications</p>	<p>1. Seniors enrolled in ACT prep course based upon Junior ACT composite scores of 16-20.</p> <p>2. ACT prep sessions given school wide every</p>	<p>Principals and supporting administrative personnel who also serve as the instructional coordinators are paid by general purposes budget to support the implementation of HQIM. TISA funds are used to provide additional support and training for SDC teachers, and Dual Enrollment teachers. TISA funds support all students and teachers with school-wide ACT</p>

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		attained by the student and this will be verified from the District Accountability ReadyGrad files from 2026 based upon the 2025 cohort.	<p>Wednesday for 30 minutes.</p> <p>3. All students enrolled in SDC US History.</p> <p>4. Three CTE Dual Enrollment Courses have been added to course offerings.</p> <p>5. Explore expansion of EPSO courses.</p>	preparation. TISA funds can be used to support possible expansion of staff, curriculum, EPSO assessments and professional development related to EPSO courses. All Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention of teachers. Academic coaches may be paid from TISA.
Year 5: 2027-28 school year	47.4% will meet readyGrad status	Results of ReadyGrad indicators including 21 or higher composite on the ACT, 31 or higher composite on the ASVAB, the completion of EPSO courses or approved industry certifications attained by the student and this will be verified from the	<p>1. Seniors enrolled in ACT prep course based upon Junior ACT composite scores of 16-20.</p> <p>2. ACT prep sessions given school wide every Wednesday for 30 minutes.</p>	Principals and supporting administrative personnel who also serve as the instructional coordinators are paid by general purposes budget to support the implementation of HQIM. TISA funds are used to provide additional support and training for SDC teachers, and Dual Enrollment teachers. TISA funds support all students and teachers with school-wide ACT preparation. TISA funds can be used to support possible expansion of staff, curriculum,

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		District Accountability ReadyGrad files from 2027 based upon the 2026 cohort.	3. All students enrolled in SDC US History.  4. Three CTE Dual Enrollment Courses have been added to course offerings.  5. Explore expansion of EPSCO courses.	EPSCO assessments and professional development related to EPSCO courses. All Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention of teachers. Academic coaches may be paid from TISA.
<b>Goal Statement 3:</b>	40% (began with 18.6% proficiency rate in 2023) of students will score proficient on the 8th grade ELA TCAP by 2028			
<b>Year 1: 2023-24 school year</b>	22.9% will score proficient	8 <sup>th</sup> grade ELA TCAP results from the 2024 District Assessment File which includes all 8 <sup>th</sup> grade students	1. Consistent implementation of HQIM.  2. RTI period provided in the schedule for every student based upon tiered levels.  3. Summer programming based upon student need	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM. The academic coach in the 2023-2024 SY is paid federally; however, this position may be moved to TISA in subsequent funding years. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention. TISA funds also support the ongoing

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			4. Staff meets in vertical and grade-level teams to determine success criteria as measured by improved AIMSWEB+ and benchmark assessment scores.	departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.
Year 2: 2024-25 school year	27.2% will score proficient	8th grade ELA TCAP results from the 2025 District Assessment File which includes all 8th grade students	1. Consistent implementation of HQIM. 2. RTI period provided in the schedule for every student based upon tiered levels. 3. Summer programming based upon student need 4. Staff meets in vertical and	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM. The academic coach in the 2023-2024 SY is paid federally; however, this position may be moved to TISA in subsequent funding years. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention. TISA funds also support the ongoing departmental and grade level PLC meetings specifically

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			grade-level teams to determine success criteria as measured by improved AIMSWEB+ and benchmark assesment scores.	designed to identify students in extra need of academic support.
Year 3: 2025-26 school year	31.5% will score proficient	8th grade ELA TCAP results from the 2026 District Assessment File which incldes all 8th grade students	<ol style="list-style-type: none"> <li>1. Consistent implementation of HQIM.</li> <li>2. RTI period provided in the schedule for every student based upon tiered levels.</li> <li>3. Summer programming based upon student need</li> <li>4. Staff meets in vertical and grade-level teams to determine success criteria as measured by</li> </ol>	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM.The academic coach in the 2023-2024 SY is paid federally; however, this position may be moved to TISA in subsequent funding years.Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention.TISA funds also support the ongoing departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.

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			improved AIMSWEB+ and benchmark assessment scores.	
Year 4: 2026-27 school year	35.8 % will score proficient	8th grade ELA TCAP results from the 2027 District Assessment File which includes all 8th grade students	<ol style="list-style-type: none"> <li>1. Consistent implementation of HQIM.</li> <li>2. RTI period provided in the schedule for every student based upon tiered levels.</li> <li>3. Summer programming based upon student need</li> <li>4. Staff meets in vertical and grade-level teams to determine success criteria as measured by improved AIMSWEB+ and benchmark</li> </ol>	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM. The academic coach in the 2023-2024 SY is paid federally; however, this position may be moved to TISA in subsequent funding years. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention. TISA funds also support the ongoing departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.

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			assessment scores.	
Year 5: 2027-28 school year	40.0 % will score proficient	8th grade ELA TCAP results from the 2028 District Assessment File which includes all 8th grade students	<ol style="list-style-type: none"> <li>1. Consistent implementation of HQIM.</li> <li>2. RTI period provided in the schedule for every student based upon tiered levels.</li> <li>3. Summer programming based upon student need</li> <li>4. Staff meets in vertical and grade-level teams to determine success criteria as measured by improved AIMSWEB+ and benchmark assessment scores.</li> </ol>	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM. The academic coach in the 2023-2024 SY is paid federally; however, this position may be moved to TISA in subsequent funding years. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention. TISA funds also support the ongoing departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.

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<b>Goal Statement 4:</b>		40 % (Began with 12.6% proficiency in 2023) of students will score proficient on the 8th grade Math TCAP by 2028		
Year 1: 2023-24 school year	18.1% will score proficient	8 <sup>th</sup> grade Math TCAP results from the 2024 District Assessment File which includes all 8 <sup>th</sup> grade students.	<ol style="list-style-type: none"> <li>1. Consistent implementation of HQIM.</li> <li>2. RTI period provided in the schedule for every student based upon tiered levels.</li> <li>3. Summer programming based upon student need</li> <li>4. Staff meets in vertical and grade-level teams to determine success criteria as measured by improved AIMSWEB+ and benchmark assessment scores.</li> </ol>	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM. The academic coach in the 2023-2024 SY is paid federally; however, this position may be moved to TISA in subsequent funding years. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention. TISA funds also support the ongoing departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.



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Year 2: 2024-25 school year	23.6% will score proficient	8th grade Math TCAP results from the 2025 District Assessment File which includes all 8th grade students.	<ol style="list-style-type: none"> <li>1. Consistent implementation of HQIM.</li> <li>2. RTI period provided in the schedule for every student based upon tiered levels.</li> <li>3. Summer programming based upon student need</li> <li>4. Staff meets in vertical and grade-level teams to determine success criteria as measured by improved AIMSWEB+ and benchmark assessment scores.</li> </ol>	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM. The academic coach in the 2023-2024 SY is paid federally; however, this position may be moved to TISA in subsequent funding years. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention. TISA funds also support the ongoing departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.
Year 3: 2025-26 school year	29.1% will score proficient	8th grade Math TCAP results from the 2026 District Assessment File	<ol style="list-style-type: none"> <li>1. Consistent implementation of HQIM.</li> </ol>	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by

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		which includes all 8th grade students.	2. RTI period provided in the schedule for every student based upon tiered levels.  3. Summer programming based upon student need  4. Staff meets in vertical and grade-level teams to determine success criteria as measured by improved AIMSWEB+ and benchmark assessment scores.	general purposes budget to support the implementation of HQIM. The academic coach in the 2023-2024 SY is paid federally; however, this position may be moved to TISA in subsequent funding years. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention. TISA funds also support the ongoing departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.
Year 4: 2026-27 school year	34.6% will score proficient	8th grade Math TCAP results from the 2027 District Assessment File which includes all 8th grade students.	1. Consistent implementation of HQIM.  2. RTI period provided in the schedule for every student	Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM. The academic coach in the 2023-2024 SY is paid federally;

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			<p>based upon tiered levels.</p> <p>3. Summer programming based upon student need</p> <p>4. Staff meets in vertical and grade-level teams to determine success criteria as measured by improved AIMSWEB+ and benchmark assessment scores.</p>	<p>however, this position may be moved to TISA in subsequent funding years. Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention. TISA funds also support the ongoing departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.</p>
<p><b>Year 5:</b> 2027-28 school year</p>	<p>40% will score proficient</p>	<p>8th grade Math TCAP results from the 2028 District Assessment File which includes all 8th grade students.</p>	<p>1. Consistent implementation of HQIM.</p> <p>2. RTI period provided in the schedule for every student based upon tiered levels.</p>	<p>Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM. The academic coach in the 2023-2024 SY is paid federally; however, this position may be moved to TISA in subsequent funding years. Increases in teacher salaries are used to</p>

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			3. Summer programming based upon student need  4. Staff meets in vertical and grade-level teams to determine success criteria as measured by improved AIMSWEB+ and benchmark assessment scores.	support HQIM in instruction, recruitment, and retention. TISA funds also support the ongoing departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.
<b>Goal Statement 5:</b>				
Year 1: 2023-24 school year				
Year 2: 2024-25 school year				
Year 3: 2025-26 school year				
Year 4: 2026-27 school year				
Year 5: 2027-28 school year				

**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 each year.

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 any.	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	