Goal 1: Grade 3 ELA (Required)

Hickman County Schools (410) Public District - FY 2027 - District Plan - Rev 0

☐ 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 2030

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	* 49.1%	* State Achievement Assessment File
2027-28	* 50.2%	* State Achievement Assessment File
2028-29	* 51.3%	* State Achievement Assessment File

* 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**

Low ratio, high quality tutoring in grades K-5 is a priority for students scoring at risk (based on grade/school specific indicators). Sessions with students in a 1:3 or 1:5 ratio for 30-45 minutes delivered daily, are provided with teachers using skill specific high quality materials to address deficit areas. Tutoring serves to bridge the gaps that exist in order for students to close gaps and be able to reach mastery of grade-level standards. The district will communicate the purpose and intent of tutoring and set expectations for how students will be prioritized, developing schedules, review and approve materials, as well as determining the methods and frequency of monitoring.	Methods to review progress of implementation: The district-level leadership team and school administrators will complete walkthroughs using a walkthrough look for tool and visit each school each semester to ascertain the depth and strength of tutoring program implementation across the district. Progress toward improvement: The district level leadership team will review school level progress monitoring data provided by principals. This data will be reviewed for each tutoring group to look at Rate of Improvement and will be reviewed every nine weeks. District expectation is for each student to show a gain that is equal to or greater than the average rate of improvement based on %iles for each grade K-5. Student tutoring attendance rate will be monitored by school administrators and reported to the district every 4 1/2 weeks. The expectation of the district is 90% attendance in sessions. 70% of students in tutoring demonstrate at or above expected growth on the Winter and Spring benchmark assessment. Building principals are responsible for gathering data and reporting at the district's monthly staff meeting following the benchmark period. Areas for reinforcement and refinement will be identified and strategies to implement will be developed as appropriate.	$ 408,000.00	Federal Title I - $410,000.00
Lesson plan development and prep for teachers is needed to ensure coverage of standards and depth of content. Daily lesson plans will be developed each week, and be accessible to school administrators for review. These plans will include a component for how lessons will be differentiated, areas for review (if needed), and a component to measure mastery. Well developed and prepped out lessons are instrumental to teacher and students when discussed in PLC meetings, reviewed by administrators, and used with fidelity in the classroom.	Methods to review progress of implementation: District leadership team members will gather information from school administrators on lesson plan reviews. Information will be shared twice during the fall semester, and once in the spring semester (prior to state testing). School administrators will be looking for HQIM during each PLC meeting in order to gauge the depth of learning. Progress toward improvement: Classroom walk-throughs will be completed by district level leaders and school administrators using a walkthrough data collection tool, and have predetermined identified look-fors in these lessons to include: standards covered, student mastery of content, depth of knowledge, and any other areas identified throughout the year as needing reinforcement. 95% of ELA teachers will have a walkthrough completed each semester, with >85% having met expectations for the aforementioned items by the end of the 1st semester. Principals will lead PLC discussions regarding HQIM, and report to district level leaders on the regular discussions to keep district instructional leaders updated. Instructional supervisors and coaches will serve as another layer of feedback to the District team regarding the use of HQIM in the classroom and discussions during PLC meetings. Each grade level or content area (department) will have completed at least 2 PLC meetings each nine weeks, and information will be shared with district instructional leaders at monthly staff meetings. The expectation is that all teachers will participate in PLC meetings, at least 90% of the time, and engage in the conversations regarding HQIM.	$ 4,000.00	
		$	

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Goal 2

Hickman County will show improvement in the ELA Success Rate from 2025-26 (projected success rate) to 2028-2029:
K-2 ELA/Reading - 53% to 63% (Universal Screener)
3-5 ELA 42.34% to 52.3%
6-8 ELA 32.94% to 42.9%
9-12 ELA 39.09% to 49.1%
as measured on the State Achievement Assessment and/or EOC Assessments.

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 ELA/Reading - 56.3% 3-5 ELA - 45.7% 6-8 ELA - 36.3% 9-12 ELA - 42.4%	* Universal Screener (currently Aimsweb) file State Achievement Assessment and/or EOC Assessment File
2027-28	* K-2 ELA/Reading - 59.7% 3-5 ELA - 49.0% 6-8 ELA - 39.6% 9-12 ELA - 45.8%	* Universal Screener (currently Aimsweb) file State Achievement Assessment and/or EOC Assessment File
2028-29	* K-2 ELA/Reading - 63.0% 3-5 ELA - 52.3% 6-8 ELA - 42.9% 9-12 ELA - 49.1%	* Universal Screener (currently Aimsweb) file State Achievement Assessment and/or EOC Assessments File

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**

Lesson plan development and prep for teachers to ensure coverage of standards and depth of content. Daily lesson plans will be developed each week by teachers, and be accessible to school administrators for review. These plans will include a component for how lessons will be differentiated, areas for review (if needed), and a component to measure mastery. Well developed and prepped out lessons are instrumental to teacher and students when discussed in PLC meetings, reviewed by administrators, and used with fidelity in the classroom.	Methods to review progress of implementation: District leadership team members will gather information from school administrators on lesson plan reviews. Information will be shared twice during the fall semester, and once in the spring semester (prior to state testing). School administrators will be looking for HQIM during each PLC meeting in order to gauge the depth of learning. Progress toward improvement: Classroom walk-throughs will be completed by district level leaders and school administrators using a walkthrough data collection tool, and have predetermined identified look-fors in these lessons to include: standards covered, student mastery of content, depth of knowledge, and any other areas identified throughout the year as needing reinforcement. 95% of ELA teachers will have a walkthrough completed each semester, with >85% having met expectations for the aforementioned items by the end of the 1st semester. Principals will lead PLC discussions regarding HQIM, and report to district level leaders on the regular discussions to keep district instructional leaders updated. Instructional supervisors and coaches will serve as another layer of feedback to the District team regarding the use of HQIM in the classroom and discussions during PLC meetings. Each grade level or content area (department) will have completed at least 2 PLC meetings each nine weeks, and information will be shared with district instructional leaders at monthly staff meetings. The expectation is that all teachers will participate in PLC meetings, at least 90% of the time, and engage in the conversations regarding HQIM.	$ 8,000.00	
Student subgroups of economically disadvantaged and students with disabilities will be given specific consideration in the development of each lesson plan by ensuring they are working on grade level content, and if needed SWD may be provided with temporary supports such as graphic organizers, sentence starters, or vocabulary banks to help them reach the bar set for all other students. Additionally, English I lesson plans will have grade level content and materials that challenge their students to reach the next higher level.	Methods to review progress of implementation: District leadership team members will gather information from school administrators on lesson plan reviews, as mentioned in the first strategy. Information will be shared twice during the fall semester, and once in the spring semester (prior to state testing). Progress toward improvement: The district will colloborate with school administrators once each month when information from lesson plans is reviewed. Coaching cycle methods will be coordinated with each principal based on the grade level, in a progression of topics such as feedback to students and modeling of how this could be done to gain the most benefits. These coaching cycles will be completed with all ELA teachers during PLC meetings throughout the year.	$ 8,000.00	Federal - money for substitutes for PLC meetings - $4,000.00 (Title I) and $4000 (Title II)

Data review and analysis at each grade level within content areas will be completed after each benchmark and unit assessment. Data from tutoring and RTI will be additionally reviewed every 4.5 weeks to determine improvement in skills and grade level content knowledge. This data analysis and review will serve to identify trends in strong as well as weak areas, provide insight on areas for reteaching. Use of PLC time to examine student work samples and assessments, identifying trends and refining instruction to better support mastery of grade level standards, hold school-level data talks will be prioritized at the school level with teacher teams.	Methods to review progress of implementation: Principals will review and complete data gathering instrument with district look-fors to provide to the district leadership team each month. Progress toward improvement: Student progress will be reviewed after benchmark assessments. District expectation is an average of 10% improvement within each tested area by grade level from the Fall to Spring benchmarks. Student attendance will be monitored by the principal and reported to the district leadership team monthly. District expectation is less than 10% chronically absent at the end of each nine week period.	$ 69,600.00	Federal - money for substitutes for PLC meetings - $4,000.00 (Title I) and $4000 (Title II)
Tutoring/interventions will be provided to close learning gaps. Students scoring below expectations on Universal Screening, benchmark, and state assessments will have access to this extra assistance on a consistant basis. This will be beneficial in targeting at-risk studnets, as well as also addressing student needs of students in the economically disadvantaged and students with disabilities subgroups in grades K-8. Interventions will be based on grade level, and may target skill deficits as well as be aligned with the grade level expectations, take place in groups of 2 or fewer students, an occur at least 3 times per week for 30-60 minutes.	Methods to review progress of implementation: District leadership team will review cumulative benchmark data from Aimsweb and Mastery Connect, and drill down to student data information after each administration (September, December and March). Progress toward improvement: District expectation is an average of 10% improvement within each tested area by grade level from the Fall to Spring benchmarks.	$ 315,616.00	Federal Title I - $566,428.00

Scaffolded HQIM Instruction: The district will establish a consistent expectation for all inclusion and special education teachers to document specific instructional scaffolds (e.g., graphic organizers, sentence frames, and modified texts) within their weekly HQIM-aligned lesson plans. This ensures that Students with Disabilities are provided the necessary "on-ramps" to master grade-level content rather than working on disconnected or below-grade-level tasks.	Methods for checking progress: 100% of inclusion teachers will participate in a monthly "Inclusion Walkthrough" with school or district leadership to verify that planned scaffolds are being implemented during Tier I instruction. Observed Change: During quarterly PLC meetings, teams will review SWD-specific benchmark data from Mastery Connect. Success will be measured by 70% of the SWD subgroup demonstrating "at or above expected growth" on Winter and Spring benchmarks, reducing the proficiency gap. The district Special Education Director will check-in with Principals to gather feedback.	$ 0.00	

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Goal 3

Hickman County will show improvement in the Math Success Rate from 2025-26 (projected success rate) to 2028-2029:
K-2 Math - 62% to 72% (Universal Screener)
3-5 Math 49.99% to 60.0%
6-8 Math 33.64% to 43.6%
9-12 Math 25.38% to 35.4%
as measured on the State Achievement Assessment and/or EOC Assessments

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 Math - 65.3% 3-5 Math - 53.3% 6-8 Math - 37.0% 9-12 Math - 28.7%	* Universal Screener (currently Aimsweb) file 'State Achievement Assessment and/or EOC Assessments File
2027-28	* K-2 Math - 68.7% 3-5 Math - 56.7% 6-8 Math - 40.3% 9-12 Math - 32.0%	* Universal Screener (currently Aimsweb) file State Achievement Assessment and/or EOC Assessments File
2028-29	* K-2 Math - 72.0% 3-5 Math - 60.0% 6-8 Math - 43.6% 9-12 Math - 35.4%	* Universal Screener (currently Aimsweb) file State Achievement Assessment and/or EOC Assessments File

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**

Curriculum checks of Tier I instruction completed regularly will provide school and district leadership with the information to reinforce or intervene on grade level expectations. Regular monitoring of HQIM lessons against state standards to confirm that the level of rigor meets or exceeds grade-level expectations, will allow for making adjustments where gaps are found. The district will communicate the purpose and intent of how Tier 1 instruction should be framed and how it should look in order to increase student achievement. To help students succeed in math from 3rd through 12th grade, the district will be giving school administrators the tools for teachers to use to identify where students are struggling. Teachers will use "quick checks" at the end of lessons to adjust their teaching for future lessons. The district will also be using Walkthroughs to monitor and look for students spending the largest majority of time talking through problems and explaining their work, while teachers spend less time guiding them. The district focus will be for students to move from using hands-on tools to drawing pictures, and finally to solving complex equations so they truly understand the "why" behind the math. This will be important for students at all levels, in all subgroups, including students in Algebra I. The district is placing a focus on Algebra I because of the current 25.5% gap (between state and district) in Alg. I scores. Since Algebra is the gateway to graduation and college, district leadership communicate and seek feedback from principals to emphasis making sure classroom has a curriculum map/schedule that prioritizes the most important topics. School leaders will be in classrooms every two weeks to make sure students are being challenged and supported correctly, and will follow-up with the district instructional supervisor with feedback regarding each class. By being more hands-on and clear about what a great math lesson looks like, the district wants to ensure every student gets the high-quality education they deserve.	Methods to review progress of implementation: Principals will monitor lesson preparation weekly for identified look fors and communicate with the district leadership team each month with feedback. Areas that may need addressed with groups of teachers can be reviewed to determine areas where intervention of professional development or other supports may be necessary. Progress toward improvement: District leadership team and principals will use Mastery Connect Benchmark information and end of year state assessments to assess improvement throughout the year, and across years (as appropriate per assessment). Use of the benchmark assessment information will allow the district and school leaders to gauge progress and impact of Tier I instruction. Results will be included in a spreadsheet created by the district instructional supervisor and will be completed by principals after each benchmark assessment. Updates to the spreadsheet will be requested if additional information is deemed to be needed (i.e., progress monitoring data of tutoring/RTI, etc.) The district instructional supervisor will follow up with principals regarding walk-throughs in classroom, to ensure that students are being challenged and supported, and that lessons contain the content and rigor needed for students to be successful in Algebra I.	$ 56,000.00	

Small group tutoring and/or differentiation time that supports Tier 1 instruction that is delivered daily at least 4 times per week to support grade level lessons using HQIM. Small group time will provide support to students' knowledge base and the grade level content being taught to support them in their mastery of grade-level standards. The district will communicate the purpose and intent of small group instruction and how this will be prioritized at the school level, assisting to develop schedules, the types and use of resources/materials, and progress monitoring. This strategy will be especially beneficial for students with disabilities and economically disadvantaged students in grades 3-12.	Methods to review progress of implementation: District instructional team and principals will use walkthrough instrument when visiting classes/tutoring sessions at each school each semester to gauge the implementation of small group instruction across the different schools within the district. Progress toward improvement: Students included in small group will be monitored through benchmark assessments and if in tutoring they may additionally have progress monitoring completed at least bi-weekly. 70% of students included in small group and/or tutoring will demonstrate at or above expected growth on Winter and Spring benchmark assessments. Each principal is responsible for gathering the data and report to the district using a Google document following the administration of the assessments.	$ 118,830.00	Federal Title I - $80,180.00
Use of manipulatives will provide students with disabilities (at all levels), with concrete examples to assist with the "executive function" required to organize the steps of problems. This progression of learning to use manipulatives can then move to the more abstract of numbers and symbols. An alternative at the high school level could be the incorporation of career-linked learning and demonstration of how math skills are used in careers, by taking physical examples and transforming them into the mathematical problems they will encounter in the classroom. These two strategies may benefit more students other than SWD, allowing for this to be classroom strategies that could be integrated into Tier 1 for all students.	Methods to review progress of implementation: While the district instructional team and principals are reviewing lessons and/or completing walkthroughs, they will be intentionally looking for the use of manipulatives in the presentation of new content or with content that is known for having difficulty being understood. Progress toward improvement: Each principal will gather information in the aforementioned walk-throughs, review of lesson plans, and PLC discussions. Including manipulatives with students who are struggling will be observed with at least 85% of math teachers and 95% of special education teachers or interventionists. Principals will include this feedback to district instructional team during monthly check-ins and when discussing coaching cycles to have with teachers.	$ 5,000.00	

Scaffolded HQIM Instruction: The district will establish a consistent expectation for all inclusion and special education teachers to document specific instructional scaffolds (e.g., graphic organizers, sentence frames, and modified texts) within their weekly HQIM-aligned lesson plans. This ensures that Students with Disabilities are provided the necessary "on-ramps" to master grade-level content rather than working on disconnected or below-grade-level tasks.	Methods for checking progress: 100% of inclusion teachers will participate in a monthly "Inclusion Walkthrough" with school or district leadership to verify that planned scaffolds are being implemented during Tier I instruction. Observed Change: During quarterly PLC meetings, teams will review SWD-specific benchmark data from Mastery Connect. Success will be measured by 70% of the SWD subgroup demonstrating "at or above expected growth" on Winter and Spring benchmarks, reducing the proficiency gap. The district Special Education Director will check-in with Principals to gather feedback.	$ 0.00	

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☐ This goal not established.

Goal 4

Hickman County will show improvement in the percentage of students who are Chronically Absent from 2025-26 (projected AMO) to 2028-2029:

District Goals for Chronically Absent:
K-8 =12.5% to 1.5%
9-12 = 18.9% to 7.9%
All Students = 14.3% to 3.3%

School Goals for Chronically Absent:
Centerville Elementary School - 15.6% to 4.6%
East Hickman Elementary School - 15.9% to 4.9%
Centerville Intermediate School - 15.5% to 4.5%
East Hickman Intermediate School - 15.2% to 4.2%
Hickman County Middle School - 7.1% to 0.0%
East Hickman Middle School - 13.7% to 2.7%
Hickman County High School - 20.6% to 9.6%
East Hickman High School - 22.8% to 11.8%
Hickman County Learning Academy - 15.6% to 4.6%

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	* District Goals for Chronically Absent: K-8 = 8.8% 9-12 = 15.2% All Students = 10.6% School Goals for Chronically Absent: Centerville Elementary School - 11.9% East Hickman Elementary School - 12.2% Centerville Intermediate School - 11.8% East Hickman Intermediate School - 11.5% Hickman County Middle School - 3.4% East Hickman Middle School - 10.0% Hickman County High School - 16.9% East Hickman High School - 19.1% Hickman County Learning Academy - 11.9%	* District Accountability File

2027-28	* District Goals for Chronically Absent: K-8 = 5.2% 9-12 = 11.6% All Students = 7.0% School Goals for Chronically Absent: Centerville Elementary School - 8.3% East Hickman Elementary School - 8.6% Centerville Intermediate School - 8.2% East Hickman Intermediate School - 7.9% Hickman County Middle School - 0.0% East Hickman Middle School - 6.4% Hickman County High School - 13.3% East Hickman High School - 15.5% Hickman County Learning Academy - 8.3%	* District Accountability File
2028-29	* District Goals for Chronically Absent: K-8 = 1.5% 9-12 = 7.9% All Students = 3.3% School Goals for Chronically Absent: Centerville Elementary School - 4.6% East Hickman Elementary School - 4.9% Centerville Intermediate School - 4.5% East Hickman Intermediate School - 4.2% Hickman County Middle School - 0.0% East Hickman Middle School - 2.7% Hickman County High School - 9.6% East Hickman High School - 11.8% Hickman County Learning Academy - 4.6%	* District Accountability File

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**
Schools will have a written plan that outlines how they will meet the district goal for chronically absent, and follow the District's protocol for School-Level Action Plan Directives. As part of this plan, each school will identify and implement three actionable steps the school will implement to reduce Tier 3 absences: i.e. regular family communication (calls, texts, or letters), student check-ins with a trusted adult at school, attendance "trackers" or classroom incentives.	Progress will be monitored by the district leadership team and the district attendance supervisor thru monthly check-ins with school principals. Principals will update a district document and compare school data with SIS. School level information will be checked for coding errors. Additionally, principals will report on the effectiveness of their School's Action Plan, and areas that need revision. The updates to the document will be completed bi-weekly, with district leaders and principals discussion information monthly.	$ 45,000.00	

The district will ensure that each school has an Attendance Review Team with roles assigned as to who will lead each action (e.g., principal, counsleor, attendance team, teachers, etc.). The team will ensure clear accountability and tracking.	School Attendance Review Teams will meet at least monthly and review the list of students at risk for being chronically absent. District leaders will meet with principals to identify the three targeted strategies (actionable steps) that their school will implement to reduce Tier 3 absences. This will be kept in the aforementioned district document with school data. Strategies will be discussed for effectiveness at monthly staff meetings. Negative data trending schools will receive one-on-one meetings with the district attendance supervisor to identify interventions.	$ 170,000.00	
Targeted Subgroup Attendance Monitoring: Implement a mandatory bi-weekly attendance review between the District Special Education Department and school-level administrators for any site where the SWD chronic absenteeism rate exceeds the 18.4% state target.	Methods for checking progress: Completion of bi-weekly virtual meeting logs and documentation of "Individual Student Success Plans" for SWD with more than 5 unexcused absences. Observed Change: A reduction in chronic absenteeism for the SWD subgroup the during the first quarter of the school year, with continued reduction expected and reviewed during the 2nd, 3rd and 4th quarters in comparison to the prior years %ages, as verified by SIS data, as reviewed and checked by the District Special Education Director.	$ 0.00	