

Franklin County Annual Plan (2025 - 2026)

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[G 1] By spring 2026 FCSD will improve PK-12 literacy by increasing the percentage of students proficient in ELA.

We believe if we raise the expectations for all students including EL and Special Education students through the use of high quality instructional materials we will see improvement in teacher practice, student daily work expectations, and student literacy outcomes. These high quality instructional materials should also be utilized when providing scaffolding in small group instruction based on formative assessments and screener data, and for acceleration and remediation so that their is alignment between all tiers of support.

In addition, we believe if we focus additional efforts in strengthening teacher training in effective literacy instruction and a better understanding of the state standards, we will see increased student performance.

Performance Measure

Increase the percentage of students who score above the 26th percentile in grades PK-2 on the Aimsweb Universal Screener.

Increase the percentage of students who are on track or mastered from 36.7% to 40.7% on TCAP for grades 3-5 in ELA in 2026.

Increase the percentage of students who are on track or mastered from 19.2% to 23.2% on TCAP for grades 6-8 in ELA in 2026.

Increase the percentage of students who are on track or mastered from 33.4% to 37.4% on EOC for grades 9-12 in ELA in 2026.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Implementation of High Quality Curriculum</p> <p>Implementing high-quality instructional materials in grades PK-12 will ensure that ***all*** students have access to the resources and practices they need to become proficient in literacy including EL and special education students. Adequate time for ELA instruction is key for effective implementation. Teachers will also need ongoing professional learning and support to implement the materials well. Collaborative opportunities for unit prep will continue. Lesson preparation and training on how to do this effectively will be a focus for the 2025-2026 school year.</p> <p>Both teachers and school leaders will continue to need support with understanding Core Action 2 and</p>	<p>[A 1.1.1] Curriculum Training</p> <p>Instructional Supervisors and/or teacher leaders in each building to provide curriculum training for adopted series such as: (Amplify K-3, Wonders 4-5, & My Perspectives 6-12) for new teachers and leaders.</p>	Rachel Shields and Amy Sanders	08/06/2025		

<p>3 of the IPG, the role materials play in Core Action 2 and 3, and how to provide enabling conditions for teacher success. If this takes place, we will see evidence of Core Action 2 and 3 of the ELA IPG in classrooms as we conduct monthly literacy walks. Additionally, a new focus this year will be for Core Action 4, which ensures all students have access to the learning. This will require all stakeholders can plan, prep, and analyze student work to ensure the best supports and scaffolds are in place for all learners. This could include EL, SPED, Tier 1, interventionist, etc.</p> <p>Benchmark Indicator School Administrators will submit master schedules that allow for the recommended minutes of daily ELA instruction and for collaborative planning. Instructional supervisors will monitor these schedules in August and January.</p> <p>Principals at each school will hold collaborative prep sessions weekly with ELA teachers during planning times. During this time, teachers and instructional leaders will be able to develop deeper clarity of daily learning targets to align with the rigor of Tennessee State Standards in each lesson and how the lessons in the intentional lesson preparations prepare students to complete the culminating task of that unit. This will also be a time to incorporate Student Work Analysis protocol and bring all stakeholders together to ensure equitable access for all learners.</p> <p>Data collected utilizing the IPG for ELA during quarterly Literacy Learning Walks allow school and district leaders to monitor the use of the high-quality curriculum. Trends from this data will be collected to inform further support needs.</p>					
	<p>[A 1.1.2] Daily Schedule Administrators will ensure daily schedules align to the expectations of the instructional materials. This will enable teacher to implement the materials</p>	<p>Rachel Shields and Amy Sanders</p>	<p>08/20/2025</p>		

	<p>correctly. Administrators should create a master schedule that includes 120 minutes of ELA instruction for grades K-3, 90 minutes for grades 4-5, and 55 minutes for grades 6-12.</p> <p>The district PLC schedule should also include a defined time for collaborative grade level planning. School schedules should also include a common planning time for grade levels if possible. Final schedules will be submitted to district supervisors by July 31, 2025.</p>				
	<p>[A 1.1.3] Collaborative Planning for Unit and Lesson Preparation</p> <p>Schools will have established structures for weekly collaborative planning and timely unit prep based on the suggested pacing of the curriculum (approximately every six weeks).</p> <p>Weekly grade-level Collaborative planning sessions will be completed to discuss pacing, lesson planning/prep, student outcomes/progress, etc. During this time, teachers and instructional leaders will be able to develop deeper clarity of daily learning targets to align with the rigor of Tennessee State Standards in each lesson and how the lessons in the intentional lesson preparations prepare students to complete the culminating task of that unit. This will also be a time to incorporate Student Work Analysis protocol and bring all stakeholders together to ensure equitable access for all learners.</p> <p>The principal will monitor the results of this lesson prep during literacy observations for the Project Coach evaluation process.</p>	Rachel Shields, Amy Sanders, Principals	05/22/2026		
<p>[S 1.2] Alignment of content in Tier 1 instruction, RTI Tiers (including SPED), and Tutoring</p> <p>Alignment of content being in both Tier 1 instruction and in remediation is critical.</p>	<p>[A 1.2.1] Hire and Train Qualified Educational Assistants</p> <p>Educational assistants who have passed a basic competency test will be hired to provide additional tutoring support for students who qualify for remediation tutoring due for early literacy support.</p>	Amy Sanders, Principals	10/20/2026		

<p>The grade level remediation support found in our high quality curriculum will be utilized to provide differentiated scaffolds to address ELA learning loss for all students K-5. Exact Path will be utilized to support students in this tutoring program in grades 6-8.</p> <p>Benchmark Indicator</p> <p>Monitoring of progress for students participating in the learning loss tutoring program and tiered support for RTI will occur every 2 weeks. This data will be analyzed for program effectiveness. In grades K-5, Aimsweb Plus will be used monthly to monitor progress of those students identified for tutoring. Aimsweb Plus will be used for RTI. Easy CBM will be used for students participating in RTI groups in grades 6-8.</p> <p>Principals at all schools will have monthly data meetings to review this progress monitoring data in order to make decisions about instruction. The school and district level teams will also review benchmark data in September, January, May.</p>	<p>Within the first two weeks of the 2025-2026 school year, all newly hired educational assistants will complete all modules of the Tennessee EA training.</p> <p>All elementary EAs will be trained on the correct pronunciation of phonemes.</p> <p>All EAs will be trained on how to use the remediation elements of the ELA curriculum. This will be the Sounds First Curriculum, the Assessment and Remediation Guide for the CKLA Curriculum, and the Wonderworks program and the Wonders Foundation Skills Kit for the Wonders Curriculum.</p>				
	<p>[A 1.2.2] Include Swarm Time in Daily Schedule</p> <p>Elementary schedules will include a 30 to 45 minute block of time daily for remediation that coordinates with the RTI schedule. The materials used during this time will correlate with tier 1 instruction.</p>	Elementary Principals	07/31/2026		
<p>[S 1.3] Blueprints</p> <p>PLC time will also be spent on analyzing TDOE Blueprints for Instruction.</p> <p>All ELA teachers will participate in a review of the ELA standards during August PLC time at their building. A review and dissection of standards being taught within each unit will take place during monthly unit prep sessions.</p> <p>Benchmark Indicator</p> <p>Blueprints for ELA instruction will be utilized in</p>	<p>[A 1.3.1] Quarterly PLC on TDOE Blueprints for Instruction</p> <p>Each school will schedule a PLC each quarter to familiarize teachers with the TDOE Blueprints for Instruction, incorporate their use in lesson planning, and monitor pacing to insure power standards are taught prior to the TN Ready assessment.</p>	Principals	01/19/2025		

PLCs at all schools. Sign in sheets will be collected.					
<p>[S 1.4] Schoolnet will be utilized. Schoolnet will be used to provide a formative assessment to analyze progress throughout the year through the use of Quizlets. It will also be used as an indicator of projected TCAP performance through the use of the interim assessment in January, 2026. The use of Schoolnet will also give students practice with using the platform that is utilized for the TCAP and EOC assessments.</p> <p>Benchmark Indicator Below proficient student scores on Schoolnet will be used to inform the need for remediated instruction for students in grades 6-12.</p>	<p>[A 1.4.1] Schoolnet Quizlets 6-12 ELA teachers will utilize Schoolnet to assess students using "quizlets" created by the program at least one time per quarter.</p>	6-12 ELA Teachers	04/11/2025		
	<p>[A 1.4.2] Schoolnet Interim Assessment The Interim Assessment provided in Schoolnet will be given to students in grades 6-12 in January, 2024 as a predictor of proficiency on the TCAP assessment. The information will be used to inform needed remediation. Principals will monitor this administration.</p>	All 6-12 ELA teachers, Jeannie Miller, Holly Eslick, Tara Brewer, Lisa Crabtree	03/03/2025		
<p>[S 1.5] Chronic Absenteeism By using a combination of monthly data analysis, district support, early intervention, and engaging school culture, the district will conduct collaborative sessions with principals to reinforce the importance of attendance.</p> <p>Benchmark Indicator * Weekly attendance reports provided by EIS coordinator * All schools implement tiered absenteeism protocols for all students * Conferences with student/guardian who are experiencing attendance issues * Schools offer attendance incentives</p>	<p>[A 1.5.1] Chronic Absenteeism Action Steps Weekly attendance reports sent to LEA's.</p>	Delinda McDonald	05/29/2026		

<p>[S 1.6] Chronic Absenteeism By using a combination of monthly data analysis, district support, early intervention, and engaging school culture, the district will conduct collaborative sessions with principals to reinforce the importance of attendance.</p> <p>Benchmark Indicator * Weekly attendance reports provided by EIS coordinator * All schools implement tiered absenteeism protocols for all students * Conferences with student/guardian who are experiencing attendance issues * Schools offer attendance incentives</p>	<p>[A 1.6.1] Chronic Absenteeism Action Step District to send attendance reports weekly to school principals and attendance clerks. All attendance clerks participate in quarterly trainings to ensure accuracy of attendance measures.</p>	Delinda McDonald	05/29/2026		
<p>[G 2] By spring 2026 FCSD will improve PK-12 math by increasing the percentage of students proficient in math. We believe if we raise the expectations for all students through the use of high-quality instructional materials that we will see improvement in teacher practice, student daily work expectations, and student math outcomes. Additionally, we believe if we focus additional efforts on helping teachers understand the expected rigor in mathematics standards, we will see increased student performance.</p> <p>Performance Measure Increase the percentage of students who score above the 26th percentile in PK on the Aimsweb Universal Screener.</p> <p>Increase the percentage the percentage of students on track or mastered in grades K-2 using Exact Path benchmark assessment in Spring 2026.</p> <p>Increase the percentage of students who are on track or mastered from 35.7% to 39.7% on TCAP for grades 3-5 in Math in 2026.</p> <p>Increase the percentage of students who are on track or mastered from 19% to 23% on TCAP for grades 6-8 in Math in 2026.</p> <p>Increase the percentage of students who are on track or mastered from 14% to 18% on EOC for grades 9-12 in Math in 2026.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Schoolnet Checkpoints and Mock Assessments Schoolnet will be used to provide a formative assessment to analyze progress throughout the year. It will also be used as an indicator of projected TCAP performance through the use of check point assessments at the end of each</p>	<p>[A 2.1.1] Schoolnet Quarterly/Mock Assessments The Instructional Supervisors will create quarterly checkpoint assessments for grade 3-8. For the first two checkpoints will be aligned to the grade level's pacing guide, and will be created by the district Instructional Supervisors. The Instructional</p>	All 3-12 Math Teachers, Principals, and Instructional Supervisors	03/27/2026		

<p>quarter and then the Mock Assessment will be given during the 3rd quarter. The use of Schoolnet will also give students practice with using the platform that is utilized for the TCAP assessments.</p> <p>Benchmark Indicator Below proficient student scores on Schoolnet will be used to inform the need for remediated instruction for students in grades 3-8.</p>	<p>Supervisors will communicate all needed information (passwords, test codes, etc.) to math teachers in grades 3-8. The information will be used to inform needed remediation.</p> <p>The Mock Assessment provided in Schoolnet will be given to students in grades 3-8 in February/March 2026 as a predictor of proficiency on the TCAP assessment. The information will be used to inform needed remediation. Principals will help monitor this administration.</p>				
<p>[S 2.2] Chronic Absenteeism By using a combination of monthly data analysis, district support, early intervention, and engaging school culture, the district will conduct collaborative sessions with principals to reinforce the importance of attendance.</p> <p>Benchmark Indicator * Weekly attendance reports provided by EIS coordinator * All schools implement tiered absenteeism protocols for all students * Conferences with student/guardian who are experiencing attendance issues * Schools offer attendance incentives</p>	<p>[A 2.2.1] Chronic Absenteeism Action Step District to send attendance reports weekly to school principals and attendance clerks. All attendance clerks participate in quarterly trainings to ensure accuracy of attendance measures.</p>	Delinda McDonald	05/29/2026		
<p>[S 2.3] Implementation of Math HQIM Implementing high-quality instructional materials in grades PK-12 will ensure that ***all*** students have access to the resources and practices they need to become proficient in literacy including EL and special education students. Adequate time for math instruction is key for effective implementation. Teachers will also need ongoing professional learning and support to implement the materials well. Collaborative opportunities for unit prep will continue. Lesson preparation and training on how to do this effectively will be a focus for the 2025-2026 school year.</p> <p>Both teachers and school leaders will continue to</p>	<p>[A 2.3.1] Curriculum Training Instructional Supervisors and/or teacher leaders in each building to provide curriculum training for adopted series such as: (Savvas and Big Ideas) for new teachers and leaders.</p>	Rachel Shields, Amy Sanders, Principals	08/06/2025		

<p>need support with understanding Core Action 2 and 3 of the IPG, the role materials play in Core Action 2 and 3, and how to provide enabling conditions for teacher success. If this takes place, we will see evidence of Core Action 2 and 3 of the Math IPG in classrooms as we conduct monthly math walks. Additionally, a new focus this year will be for Core Action 4 from the ELA IPG, even though this is not a part of the current Math IPG. CA 4 ensures all students have access to the learning. This will require all stakeholders can plan, prep, and analyze student work to ensure the best supports and scaffolds are in place for all learners. This could include EL, SPED, Tier 1, interventionist, etc.</p> <p>Benchmark Indicator School Administrators will submit master schedules that allow for the recommended minutes of daily math instruction and for collaborative planning. Instructional supervisors will monitor these schedules in August and January..</p> <p>Principals at each school will hold collaborative prep sessions weekly with math teachers during planning times. During this time, teachers and instructional leaders will be able to develop deeper clarity of daily learning targets to align with the rigor of Tennessee State Standards in each lesson and how the lessons in the intentional lesson preparations prepare students to complete the culminating task of that unit. This will also be a time to incorporate Student Work Analysis protocol and bring all stakeholders together to ensure equitable access for all learners.</p> <p>Data collected utilizing the IPG for math during quarterly Mathematics Learning Walks allow school and district leaders to monitor the use of the high-quality curriculum. Trends from this data will be collected to inform further support needs.</p>					
	<p>[A 2.3.2] Daily Schedule Administrators will ensure daily schedules align to</p>	<p>Rachel Shields, Amy</p>	<p>08/20/2025</p>		

	<p>the expectations of the instructional materials. This will enable teacher to implement the materials correctly. Administrators should create a master schedule that includes 60-90 minutes of math instruction for grades K-5 and 55 minutes for grades 6-12.</p> <p>The district PLC schedule should also include a defined time for collaborative grade level planning. School schedules should also include a common planning time for grade levels if possible. Final schedules will be submitted to district supervisors by July 31, 2025.</p>	Sanders, and Principals			
	<p>[A 2.3.3] Collaborative Planning for Unit and Lesson Preparation</p> <p>Schools will have established structures for weekly collaborative planning and timely unit prep based on the suggested pacing of the curriculum (approximately every six weeks).</p> <p>Weekly grade-level Collaborative planning sessions will be completed to discuss pacing, lesson planning/prep, student outcomes/progress, etc. During this time, teachers and instructional leaders will be able to develop deeper clarity of daily learning targets to align with the rigor of Tennessee State Standards in each lesson and how the lessons in the intentional lesson preparations prepare students to complete the culminating task of that unit. This will also be a time to incorporate Student Work Analysis protocol and bring all stakeholders together to ensure equitable access for all learners.</p> <p>The principal will monitor the results of this lesson prep during observations for the Project Coach evaluation process.</p>	Rachel Shields, Amy Sanders, and Principals	05/22/2026		

[G 3] By spring 2026, FCSD will improve Ready Graduate by increasing 3% from the previous year based on end of year IC, EPSO, and ACT reports.

We will improve the number of students who are Ready Graduates. ACT scores will be improved.

The percentage of Ready Graduates will increase from 38.8 % to 41.8 % by 2026. This milestone increases their probability in enrolling in post secondary education and

securing high-quality employment.

Performance Measure

The percentage of Ready Graduates will increase 38.8 % to 41.8 %.

****ACT Scores will improve by the following measures**:**

Composite 28.3 % of students scored a 21 or above. (College Ready)

Math 16.5 % of students scored a 22 or above.

ELA 45.3% of students scored a 18 or above.

Science 20.2% of students scored 23 or above.

Reading 30.7% of students scored 22 or above.

****District EPSO numbers for 24-25****

Advanced Placement- 84

AP Access for All- 18

Community College Dual Enrollment- 197

TCAT Dual Enrollment- 126

Statewide Dual Credit- 313

Local Dual Credit - 20

Industry Certifications- 336

FCSD will increase course enrollment in EPSOs by 3%, taking current enrollment from 1094 to 1,126.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[S 3.1] School Level Plan for ACT Preparation Each school will develop and submit a plan to address ACT preparation for students.</p> <p>Benchmark Indicator High school plans for ACT improvement will be submitted by July 1. The plan will be reviewed by the school and district supervisors by Jan. 31 to ensure implementation.</p>	<p>[A 3.1.1] Set Expectations for School Level Plan Supervisors and high school administrators will meet to discuss expectations for the school level ACT improvement plans.</p>	Rachel Shields	03/14/2026		
	<p>[A 3.1.2] Purchase Materials for ACT Prep High School administrators will submit materials needed for purchase for ACT prep. Those materials will be purchased and distributed for use by the district supervisor.</p>	Suzanne Mitchell	03/14/2026	Perkins [\$7300.00]	
	<p>[A 3.1.3] Quarterly Plan Review Admin will monitor program enrollment, materials use, and teacher feedback to report program effectiveness. Revisions will be made if indicated.</p>	Rachel Shields, Lisa Crabtree, Jeannie Miller	06/30/2026		
	<p>[A 3.1.4] USA Test Prep Schools will utilize ACT Test Prep, a standards-aligned practice tool for ELA, Math, Science, and Social Studies to build student capacity for ACT taking.</p>	Rachel Shields	05/30/2026		
<p>[S 3.2] EPSO The district will increase the number of EPSO opportunities available to students by adding Statewide dual credit classes, additional dual enrollment opportunities with TCAT, continue to build on existing partnerships with community colleges for dual enrollment, increase industry certification opportunities, and expand AP course offerings.</p> <p>The district will increase awareness of the Early Post Secondary Opportunities that are available to the students. Students will also complete a streamlined postsecondary exploration and application tool before entering high school.</p> <p>District EPSO numbers for 23-24</p>	<p>[A 3.2.1] Complete Partnership MOUs The district will complete MOUs with Motlow State Community College, MTSU, TCAT, Noswinger, and UAH.</p>	Dr. Cary Holman	08/01/2025		

<p>Advanced Placement-124</p> <p>AP Access for All-32</p> <p>College Dual Enrollment-161</p> <p>TCAT Dual Enrollment-106</p> <p>Statewide Dual Credit-308</p> <p>Local Dual Credit - 43</p> <p>Industry Certifications-251</p> <p>FCSD will increase enrollment in EPSOs by 3%, taking current enrollment from 1025 to 1055</p> <p>Benchmark Indicator Master Schedules will be submitted by August 1.</p> <p>MOUs with partners will be completed by August 1.</p> <p>Schools will submit a plan for parent and student awareness for EPSOs by May 30.</p> <p>Major Clarity reports will be viewed by CTE Director with students and parents knowing how to access results by April 30.</p>					
	<p>[A 3.2.2] EPSO Awareness Schools will submit a plan to bring awareness to students and families for available EPSOs.</p>	Rachel Shields	04/30/2026		
	<p>[A 3.2.3] MajorClarity FCSD will be utilizing this college and career readiness platform for all students. MajorClarity will be used throughout the year as an application tool to streamline postsecondary exploration. Final reports will be reviewed by the CTE Director and shared with the students and parents by April 30.</p>	Rachel Shields, Suzanne Mitchell	04/30/2026		

	[A 3.2.4] Ready Graduate Appeals The district will review Ready Graduate data closely to determine if there needs to be an appeal.	Rachel Shields, Suzanne Mitchell	10/21/2026		
[S 3.3] Chronic Absenteeism By using a combination of monthly data analysis, district support, early intervention, and engaging school culture, the district will conduct collaborative sessions with principals to reinforce the importance of attendance. Benchmark Indicator * Weekly attendance reports provided by EIS coordinator * All schools implement tiered absenteeism protocols for all students * Conferences with student/guardian who are experiencing attendance issues * Schools offer attendance incentives	[A 3.3.1] Chronic Absenteeism Action Step District to send attendance reports weekly to school principals and attendance clerks. All attendance clerks participate in quarterly trainings to ensure accuracy of attendance measures.	Delinda McDonald	05/29/2026		