

DISTRICT INFORMATION

District Name	Marion County	
Director of Schools Name	Mark Griffith	
District Point of Contact for TISA Accountability Report	Name	Becky Bigelow
	Phone Number	423.942.3434, ext. 3
	Email Address	bbigelow@mctns.net
Percent of 3 rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the spring TCAP	34.4	

DISTRICT GOAL STATEMENT(S)

Goal Statement 1: 3 rd Grade ELA Proficiency ²	39.74 % of students will score proficient on the 3 rd grade ELA TCAP by 25-26 year
Goal Statement 2:	Marion County will increase K-12 ELA from 34.6% proficient to 38% proficient by May, 2024.
Goal Statement 3:	Marion County will increase K-12 mathematics from 27.18% proficient to 30% proficient by May, 2024.
Goal Statement 4:	
Goal Statement 5:	

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

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.
Goal Statement 1: 3 rd grade ELA proficiency ³	39.74% of students will score proficient on the 3 rd grade ELA TCAP by 2025-26. 70% of students will score proficient on the 3 rd grade ELA TCAP by 2027-28.			
Year 1: 2023-24 school year	Increase 3 rd grade ELA proficiency to 39.74% by Spring of 2024.	2024 3 rd grade ELA TCAP; 2023-24 3 rd grade ELA CASE/MVPA benchmark assessments administered in fall, winter and spring; 2023-24 3 rd grade ELA IPG data collected in fall, winter, and spring; 2023-24 3 rd grade ELA URS/Aimsweb benchmarking administered in fall, winter, and spring with at-risk students progress monitored bi-weekly.	<p>Job-Embedded Professional Learning for Teachers and Leaders</p> <p>Implementation of HQIM in ELA classrooms</p> <p>Weekly coaching cycle in ELA classrooms at each school</p> <p>Professional Learning Communities at each school</p> <p>District wide collaborative meetings by grade</p>	<p>Funding from state/local funds and ESSER will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives. Funding will be local/state funds beyond 2023-24.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a</p>

³ The annual outcome for 3rd grade ELA proficiency must include, but is not limited to, the district's goal to increase 3rd 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 3rd grade students proficient in ELA. If the district already has 70% or more of 3rd 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 3rd grade ELA proficiency rates and other stated district goals.

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			<p>levels</p> <p>Benchmark assessments on grade level standards</p> <p>Benchmark skill assessments</p> <p>ELA Tutoring</p> <p>Summer Learning</p>	<p>consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assess mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide</p>

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				Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.
Year 2: 2024-25 school year	Increase 3 rd grade ELA proficiency to 49% by Spring of 2025.	2025 3 rd grade ELA TCAP; 2024-25 3 rd grade ELA CASE/MVPA benchmark assessments administered in fall, winter and spring; 2024-25 3 rd grade ELA IPG data collected in fall, winter, and spring; 2024-25 3 rd grade ELA URS/Aimsweb benchmarking administered in fall, winter, and spring	<p>Job-Embedded Professional Learning for Teachers and Leaders</p> <p>Implementation of HQIM in ELA classrooms</p> <p>Weekly coaching cycle in ELA classrooms at each school</p> <p>Professional Learning</p>	<p>Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and</p>

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		with at-risk students progress monitored bi-weekly.	<p>Communities at each school</p> <p>District wide collaborative meetings by grade levels</p> <p>Benchmark assessments on grade level standards</p> <p>Benchmark skill assessments</p> <p>ELA Tutoring</p> <p>Summer Learning</p>	<p>benchmark assessments.</p> <p>Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with</p>

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				<p>a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.</p>
Year 3: 2025-26 school year	Increase 3rd grade ELA proficiency to 56% by Spring of 2026. Marion County's 15% is 39.74%.	2026 3 rd grade ELA TCAP; 2025-26 3 rd grade ELA CASE/MVPA benchmark assessments administered in fall, winter and spring; 2025-26 ELA IPG data collected in fall, winter, and spring; 2025-26 ELA URS/Aimsweb benchmarking	<p>Job-Embedded Professional Learning for Teachers and Leaders</p> <p>Implementation of HQIM in ELA classrooms</p> <p>Weekly coaching cycle in ELA classrooms at each school</p>	<p>Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using</p>

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		administered in fall, winter, and spring with at-risk students progress monitored bi-weekly.	Professional Learning Communities at each school District wide collaborative meetings by grade levels Benchmark assessments on grade level standards Benchmark skill assessments ELA Tutoring Summer Learning	student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments. Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention. Funding is used to purchase a benchmark assessment (CASE/MVPA) to assess mastery of grade level standards and to drive future instruction. Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students

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				<p>will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.</p>
Year 4: 2026-27 school year	Increase 3 rd grade ELA proficiency to 63% by Spring of 2027.	2027 3 rd grade TCAP; 2026-27 3 rd grade ELA CASE/MVPA benchmark assessments administered in fall, winter and spring; 2026-27 3 rd grade ELA IPG data collected in fall,	<p>Job-Embedded Professional Learning for Teachers and Leaders</p> <p>Implementation of HQIM in ELA classrooms</p> <p>Weekly coaching</p>	<p>Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by</p>

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		winter, and spring; 2026-27 3 rd grade ELA URS/Aimsweb benchmarking administered in fall, winter, and spring with at-risk students progress monitored bi-weekly.	<p>cycle in ELA classrooms at each school</p> <p>Professional Learning Communities at each school</p> <p>District wide collaborative meetings by grade levels</p> <p>Benchmark assessments on grade level standards</p> <p>Benchmark skill assessments</p> <p>ELA Tutoring</p> <p>Summer Learning</p>	<p>grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA</p>

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				<p>tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.</p>
Year 5: 2027-28 school year	Increase 3 rd grade ELA proficiency to 70% by Spring of 2028.	2027 3 rd grade ELA TCAP; 2027-28 3 rd grade ELA CASE/MVPA benchmark assessments administered in fall, winter and spring;	<p>Job-Embedded Professional Learning for Teachers and Leaders</p> <p>Implementation of HQIM in ELA</p>	<p>Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives.</p> <p>Funding will provide Job-</p>

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		2027-28 3 rd grade ELA IPG data collected in fall, winter, and spring; 2027-28 3 rd grade ELA URS/Aimsweb benchmarking administered in fall, winter, and spring with at-risk students progress monitored bi-weekly.	<p>classrooms</p> <p>Weekly coaching cycle in ELA classrooms at each school</p> <p>Professional Learning Communities at each school</p> <p>District wide collaborative meetings by grade levels</p> <p>Benchmark assessments on grade level standards</p> <p>Benchmark skill assessments</p> <p>ELA Tutoring</p> <p>Summer Learning</p>	<p>Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards</p>

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				<p>and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.</p>
Goal Statement 2:	Marion County will increase K-12 ELA from 34.6% proficient to 38% proficient by May, 2024.			
Year 1: 2023-24 school year	Marion County will improve overall K-12 ELA composite from 34.6% proficient to	2024 TN Ready for grades 3-8; 2024 EOC for English I	Job-Embedded Professional Learning for	Funding by state/local funds and ESSER will be used for the purchase of annual costs for

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	38% proficient by May, 2024.	and English II	<p>Teachers and Leaders</p> <p>Implementation of HQIM in ELA classrooms</p> <p>Weekly coaching cycle in ELA classrooms at each school</p> <p>Professional Learning Communities at each school</p> <p>District wide collaborative meetings by grade levels</p> <p>Benchmark assessments on grade level standards</p> <p>Benchmark skill assessments</p> <p>ELA Tutoring</p>	<p>ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives. Funding will be state/local funds following 2023-24.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student</p>

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			Summer Learning	<p>mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify</p>

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				progress and areas of continued need.
Year 2: 2024-25 school year	Marion County will improve overall K-12 ELA composite to 41% by May, 2025.	2025 TN Ready for grades 3-8; 2025 EOC for English I and English II	<p>Job-Embedded Professional Learning for Teachers and Leaders</p> <p>Implementation of HQIM in ELA classrooms</p> <p>Weekly coaching cycle in ELA classrooms at each school</p> <p>Professional Learning Communities at each school</p> <p>District wide collaborative meetings by grade levels</p> <p>Benchmark assessments on grade level standards</p>	<p>Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p>

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			<p>Benchmark skill assessments</p> <p>ELA Tutoring</p> <p>Summer Learning</p>	<p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learnig to identify literacy needs. Instruction will focus on</p>

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				individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.
Year 3: 2025-26 school year	Marion County will increase overall K-12 ELA composite to 44% proficient by May, 2026.	2026 TN Ready for grades 3-8; 2026 EOC for English I and English II	<p>Job-Embedded Professional Learning for Teachers and Leaders</p> <p>Implementation of HQIM in ELA classrooms</p> <p>Weekly coaching cycle in ELA classrooms at each school</p> <p>Professional Learning Communities at each school</p> <p>District wide collaborative meetings by grade levels</p> <p>Benchmark</p>	<p>Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions,</p>

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			<p>assessments on grade level standards</p> <p>Benchmark skill assessments</p> <p>ELA Tutoring</p> <p>Summer Learning</p>	<p>and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the</p>

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				beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.
Year 4: 2026-27 school year	Marion County will increase overall K-12 ELA composite to 47% proficient by May 2027.	2027 TN Ready for grades 3-8; 2027 EOC for English I and English II	<p>Job-Embedded Professional Learning for Teachers and Leaders</p> <p>Implementation of HQIM in ELA classrooms</p> <p>Weekly coaching cycle in ELA classrooms at each school</p> <p>Professional Learning Communities at each school</p> <p>District wide collaborative meetings by grade</p>	<p>Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training</p>

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			<p>levels</p> <p>Benchmark assessments on grade level standards</p> <p>Benchmark skill assessments</p> <p>ELA Tutoring</p> <p>Summer Learning</p>	<p>to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in</p>

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				summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.
Year 5: 2027-28 school year	Marion County will increase overall K-12 ELA composite to 51% proficient by May, 2028.	2028 TN Ready for grades 3-8; 2028 EOC for English I and English II	<p>Job-Embedded Professional Learning for Teachers and Leaders</p> <p>Implementation of HQIM in ELA classrooms</p> <p>Weekly coaching cycle in ELA classrooms at each school</p> <p>Professional Learning Communities at each school</p>	<p>Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a</p>

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			<p>District wide collaborative meetings by grade levels</p> <p>Benchmark assessments on grade level standards</p> <p>Benchmark skill assessments</p> <p>ELA Tutoring</p> <p>Summer Learning</p>	<p>consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide</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.
				Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.
Goal Statement 3:	Marion County will increase K-12 mathematics from 27.18% proficient to 30% proficient by May, 2024.			
Year 1: 2023-24 school year	Marion County will improve overall K-12 mathematics composite to 30% proficient by May 2024.	2024 TN Ready for grades 3-8; 2023 Fall and 2024 Spring EOC for high school; IPG data, quarterly benchmark data from CASE/MVPAI	Improving student outcomes in mathematics by providing teachers with the needed supports and resources. In grades K-12, teachers will be provided high quality instructional materials/resources and job-embedded professional development. The	Funding from state/local funds and ESSER used for the initial purchase of Math HQIM. K-8 implements SAVVAS and 9-12 implements HMH. Funding will be state/local funds beyond 2023-24. Funding provides Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using

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>resources and professional development will result in more effective instruction that will lead to increased student outcomes.</p> <p>Building level administrators will conduct weekly coaching cycles with math teachers at their schools. The coaching cycles will consist of a pre-conference focused on lesson internalization, classroom observation, and a post-conference focused on high quality feedback.</p> <p>Math teachers and math academic leaders will participate in Professional Learning</p>	<p>student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding provided grades 9-12 math teachers professional development 4 days in the summer.</p> <p>Funding provides staff development throughout the year for both K-8 math teachers and 9-12 math teachers.</p> <p>Funding is used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback in math.</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of math skills and to drive RTI-2 math tiered intervention.</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.
			<p>Communities at the school level and district level. The focus of PLCs is the implementation of HQIM in core instruction.</p> <p>Extended learning/increased opportunities will be offered such as before/after school tutoring, summer learning, AP Access for All, family and community engagement activities, ACT initiatives, and increasing access to high quality teachers.</p> <p>RTI-2</p>	<p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assess mastery of grade level standards and to drive instruction.</p> <p>Funding is used to pay for math tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual math needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify math needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.</p>
Year 2: 2024-25 school year	Marion County will improve overall K-12 mathematics	2025 TN Ready for grades 3-8; 2024	Improving student outcomes in	Funding will be used for the purchase of annual costs for

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.
	composite to 33% proficient by May 2025.	Fall and 2025 Spring EOC for high school; IPG data, quarterly benchmark data from CASE/MVPAI	<p>mathematics by providing teachers with the needed supports and resources. In grades K-12, teachers will be provided high quality instructional materials/resources and job-embedded professional development. The resources and professional development will result in more effective instruction that will lead to increased student outcomes.</p> <p>Building level administrators will conduct weekly coaching cycles with math teachers at their schools. The coaching cycles will consist of a pre-conference focused on lesson</p>	<p>ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered</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.
			<p>internalization, classroom observation, and a post-conference focused on high quality feedback.</p> <p>Math teachers and math academic leaders will participate in Professional Learning Communities at the school level and district level. The focus of PLCs is the implementation of HQIM in core instruction.</p> <p>Extended learning/increased opportunities will be offered such as before/after school tutoring, summer learning, AP Access for All, family and community engagement</p>	<p>intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.</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.
			activities, ACT initiatives, and increasing access to high quality teachers. RTI-2	
Year 3: 2025-26 school year	Marion County will improve overall K-12 mathematics composite to 36% by May, 2026.	2026 TN Ready for grades 3-8; 2025 Fall and 2026 Spring EOC for high school; IPG data, 2025-26 quarterly benchmark data from CASE/MVPAI	Improving student outcomes in mathematics by providing teachers with the needed supports and resources. In grades K-12, teachers will be provided high quality instructional materials/resources and job-embedded professional development. The resources and professional development will result in more effective instruction that will lead to increased student outcomes.	Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives. Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments. Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching

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			<p>Building level administrators will conduct weekly coaching cycles with math teachers at their schools. The coaching cycles will consist of a pre-conference focused on lesson internalization, classroom observation, and a post-conference focused on high quality feedback.</p> <p>Math teachers and math academic leaders will participate in Professional Learning Communities at the school level and district level. The focus of PLCs is the implementation of HQIM in core instruction.</p> <p>Extended</p>	<p>cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on</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.
			learning/increased opportunities will be offered such as before/after school tutoring, summer learning, AP Access for All, family and community engagement activities, ACT initiatives, and increasing access to high quality teachers. RTI-2	benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.
Year 4: 2026-27 school year	Marion County will improve overall K-12 mathematics composite to 39% proficient by May, 2027.	2027 TN Ready for grades 3-8; 2026 Fall and 2027 Spring EOC for high school; IPG data, 2026-27 quarterly benchmark data from CASE/MVPAI	Improving student outcomes in mathematics by providing teachers with the needed supports and resources. In grades K-12, teachers will be provided high quality instructional materials/resources and job-embedded professional	Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and 6-12 implements My Perspectives. Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using

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>development. The resources and professional development will result in more effective instruction that will lead to increased student outcomes.</p> <p>Building level administrators will conduct weekly coaching cycles with math teachers at their schools. The coaching cycles will consist of a pre-conference focused on lesson internalization, classroom observation, and a post-conference focused on high quality feedback.</p> <p>Math teachers and math academic leaders will participate in Professional</p>	<p>student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</p> <p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assess mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students</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.
			<p>Learning Communities at the school level and district level. The focus of PLCs is the implementation of HQIM in core instruction.</p> <p>Extended learning/increased opportunities will be offered such as before/after school tutoring, summer learning, AP Access for All, family and community engagement activities, ACT initiatives, and increasing access to high quality teachers.</p> <p>RTI-2</p>	<p>will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.</p>
Year 5: 2027-28 school year	Marion County will improve overall K-12 mathematics composite to 42% proficient by May, 2028.	2027 TN Ready for grades 3-8; 2027 Fall and 2028 Spring EOC for	Improving student outcomes in mathematics by providing teachers	Funding will be used for the purchase of annual costs for ELA HQIM. K-3 implements CKLA, 4-5 implements EL, and

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.
		high school; IPG data, 2027-28 quarterly benchmark data from CASE/MVPAI	<p>with the needed supports and resources. In grades K-12, teachers will be provided high quality instructional materials/resources and job-embedded professional development. The resources and professional development will result in more effective instruction that will lead to increased student outcomes.</p> <p>Building level administrators will conduct weekly coaching cycles with math teachers at their schools. The coaching cycles will consist of a pre-conference focused on lesson internalization, classroom</p>	<p>6-12 implements My Perspectives.</p> <p>Funding will provide Job-Embedded PD through collaborative meetings in grades K-8 three times per year by grade level for 3 hours. The focus will be unit internalization, lesson internalization, using student work to drive instruction, HQIM implementation, and using data from formative and benchmark assessments.</p> <p>Funding will be used for a consultant to build and collaborate with district leaders for Academic leader training to focus on leading coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high quality feedback</p> <p>Funding is used to purchase a benchmark assessment (URS) that is used to evaluate student mastery of reading skills and to drive RTI-2 reading tiered intervention.</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.
			<p>observation, and a post-conference focused on high quality feedback.</p> <p>Math teachers and math academic leaders will participate in Professional Learning Communities at the school level and district level. The focus of PLCs is the implementation of HQIM in core instruction.</p> <p>Extended learning/increased opportunities will be offered such as before/after school tutoring, summer learning, AP Access for All, family and community engagement activities, ACT initiatives, and</p>	<p>Funding is used to purchase a benchmark assessment (CASE/MVPA) to assesses mastery of grade level standards and to drive future instruction.</p> <p>Funding is used to pay for ELA tutoring to be provided at all schools before, after, and/or on Saturdays. Identified students will attend tutoring focused on individual literacy needs. Tutoring will be small group with a low teacher:student ratio.</p> <p>Funding is used to provide Summer Learning during the month of June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify literacy needs. Instruction will focus on individual needs. Students will be screened at the conclusion of summer learning to identify progress and areas of continued need.</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.
			increasing access to high quality teachers. RTI-2	
Goal Statement 4:				
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				
Goal Statement 5:				
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.

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.	10/17/23 - 10/27/23
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	1.Survey through district web site 2.Local board meeting discussion
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.	