LEA Plan History Log

Bledsoe County Schools (040) Public District - FY 2027 - LEA Plan - Rev 1

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7/23/2026 8:44:25 AM	Dominique Davis	Status changed to 'Revision Started'.	S

Bledsoe County Schools (040) Public District - FY 2027 - LEA Plan - Rev 1

Overview

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

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

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

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

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

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

Flowchart resource link

Guide resource link

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Cover Page

* District Name
Bledsoe County Schools

* Director of Schools Name
Dr. Kristy Walker

* District Planning Lead Name
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Resources

Click here to open the guide.

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Identify Team

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

*

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

Director- Dr. Kristy Walker
Supervisor of Instruction- Farrah Fields
Federal Programs Supervisor (Including Foster, ESL, and Homeless) and VPK Supervisor- Rachel Wyatt
SPED Supervisor- Emily Dodson Bice
Attendance Supervisory and Technology Director- Jennifer Terry
CTE Director- Steve Reel
High School Assistant Principal- Regina Tabor
Elementary Principal- Bridgett Loyd
Coordinated School Health Coordinator- Michelle Rains
Security Coordinator- Mark Oxner
Teacher-Kate Swafford
Paraprofessional- Jaclyn Freeman
Community Leader- Zack Olendorf
Parent- Heather Roberson
Parent- Kayla Swafford
Parent- Melissa Mooneyham
Parent-Alicia Akin

Stakeholder Involvement

* Describe how the district actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the district plan throughout the three-year planning window in accordance with ESSA Title I, Part A §1112(a)(5). Provide a timeline to show that stakeholder involvement in the planning process is ongoing throughout the three-year process and not a one-time event/process.

For the development and ongoing review of the three-year district plan, parents are invited to participate in a district-wide meeting where they are provided copies of the previous year's plan and progress updates. During the meeting, district leaders review the established goals, discuss progress toward those goals, and share key data. Parents are given time to review the goals and action steps and are encouraged to provide feedback and suggestions. These discussions often lead to meaningful conversations and valuable ideas that help guide future planning and revisions.

Throughout the three-year plan cycle, the district will continue to engage stakeholder groups, including student, parent, and teacher advisory groups. These groups meet periodically in both in-person and virtual formats to provide input and feedback that helps inform district priorities, strategies, and decision-making.

The Director of Schools will also continue to distribute surveys to parents, students, and teachers at least twice each year to gather feedback related to district initiatives and the progress of the district plan. Survey results will be reviewed and used to inform adjustments and improvements.

Stakeholder input, survey feedback, and data review will be used to monitor progress and make revisions to the district plan as needed throughout the three-year cycle to ensure the plan remains responsive to the needs of students, families, and staff.

Well-rounded Education

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

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

*

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

The district's vision over the next three years is to ensure that all students are well-rounded both academically and physically, enabling them to achieve their individual goals and be prepared for postsecondary success.

Throughout the three-year plan cycle, the district will continue to ensure equitable access to programs, services, and activities for all students, with targeted supports for students most at risk, including students with disabilities (SWD), English Learners (ELs), migrant students, students experiencing homelessness, and students in foster care. Information related to district programs and activities will be provided to English Learner families in a language they can understand. The district will continue contracting with a translation services provider to support both oral and written communication with families.

The district will maintain equitable access to instructional technology for all students in grades K-12 through a one-to-one device initiative. State-approved English Language Arts and Mathematics curricula will continue to be implemented districtwide to ensure alignment to Tennessee academic standards and to provide all students with access to high-quality instructional materials.

Over the course of the three-year plan, the district will continue to provide well-rounded educational opportunities through academic enrichment, physical activity, and extended learning programs. The district will operate a 21st Century Community Learning Centers (21st CCLC) after-school program that provides academic support, art, STEM activities, cooking, and life-skills instruction to promote creativity, collaboration, problem-solving, and critical thinking.

At the secondary level, the district will continue strengthening college and career readiness supports. ACT preparation will be provided through elective courses, daily ACT Question of the Day and vocabulary practice during advisory periods, and weekly ACT-style bellringer questions aligned to course content. Bledsoe County High School will continue participating in the state-supported Path to College Events program. The school counselor will coordinate activities such as College Exploration and Planning Month, FAFSA Frenzy events, College Planning Night, and College Signing Day. These events will be offered during the school day as well as in the evenings and on weekends to increase family access and participation.

Students will continue to be provided with multiple opportunities for postsecondary exposure, including visits to college and technical school campuses, participation in the Regional College Fair at Chattanooga State, and attendance at the annual BCHS College and Career Fair, which typically includes approximately 55-60 colleges and businesses.

The district will also continue to support early academic intervention through summer learning opportunities for rising third-grade students. Student wellness will be supported through continued compliance with the state-required 90-minute physical activity law. Physical education teachers will also be provided with professional development opportunities to strengthen instructional practices and support student health and wellness.

Additional supports for special populations will continue to be provided. The district will utilize a CTE guidance document to support transition planning for students with disabilities. A Communities in Schools advocate will assist in connecting students and families with needed resources and community services. The district will maintain dedicated homeless and foster care liaisons to ensure continuity of services and educational stability for students in these populations. Parent Advisory Council (PAC) meetings will continue to be held at least twice annually for migrant families to ensure meaningful consultation and feedback.

Local, state, and federal funds will be coordinated over the three-year planning period to maximize supports for students, including continued funding for the 21st Century Community Learning Centers (21st CCLC) program. Federal funds will be used to supplement, not supplant, core instructional services in order to expand opportunities and supports for students.

Safe, Supportive, and Healthy Environments

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

*

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

Over the next three years, Bledsoe County Schools will implement a comprehensive, multi-tiered approach to support student wellness, staff well-being, safety, and family engagement across the district. The district is committed to promoting safe, healthy, and supportive learning environments that remove barriers to achievement and address the needs of the whole child.

To strengthen mental health supports, the district will continue Memorandum of Understanding (MOU) partnerships with Centerstone, Volunteer Behavioral Health, Health Connect America, and Ocoee Regional Health to expand access to school-based counseling and health services. Telehealth services at Bledsoe County High School will be maintained to increase accessibility and reduce barriers to care. Positions funded through Volunteer Behavioral Health, including Project BASIC and school-based liaisons, will continue providing direct student services. Mental health utilization data and student outcomes will be reviewed annually to guide program adjustments and continuous improvement.

Two social workers funded through the Opioid Trust Fund Grant will continue providing Tier I-III social-emotional learning (SEL) supports, conducting global student assessments, delivering crisis intervention services, and supporting students impacted by the opioid epidemic. These social workers will also provide annual professional development for crisis response teams. The district will continue the home visiting program to strengthen outreach and support for at-risk families.

Staff wellness will remain a district priority throughout the three-year plan. The district will provide access to mental health resources, stress management strategies, and staff wellness initiatives. Weekly staff recognition efforts and a monthly wellness newsletter will promote positive morale and staff engagement. Annual staff surveys will be used to gather feedback and inform improvements to district-wide wellness supports.

Physical health and safety will continue to be emphasized. Physical Education teachers will participate in annual professional development aligned to best practices and safety standards, and principals will ensure compliance with Tennessee physical education requirements. Playground and activity equipment will be routinely inspected, repaired, or replaced as needed. The district will also pursue grants and community partnerships to enhance physical activity spaces and promote lifelong wellness habits.

A positive school climate will be reinforced through character education programming in partnership with Volunteer Behavioral Health and continued implementation of the Michigan Model for Social-Emotional Learning. Staff members will have opportunities to participate in Youth Mental Health First Aid (YMHFA) training to strengthen awareness and response to student mental health needs. Healthy School Teams and the Family Resource Center will remain active to support coordinated services for students and families.

To address barriers to learning, the district will continue the weekend backpack food program in partnership with local churches, provide food assistance for students experiencing homelessness, assist families with SNAP re-enrollment, and collaborate with community agencies to connect families with resources. Communities In Schools at Bledsoe County High School will continue providing targeted support for students experiencing truancy concerns. Coordinated School Health will participate in monthly community health council meetings, while parenting resources, home visits, and family engagement events will strengthen school-home partnerships.

Health services will continue through the district's MOU with Ocoee Regional Health. Required health screenings will be conducted annually in designated grade levels. School nurses will monitor illness-related attendance trends and report communicable diseases in accordance with health department requirements. Staff will also receive emergency medical response training.

Comprehensive health education initiatives will continue across the district. The Family Life Curriculum Committee will oversee implementation of family life instruction, and schools will maintain compliance with Erin's Law. Additional initiatives will include annual drug trend training for staff, the Healthy Horizons event for fourth-grade students in partnership with the Tennessee Department of Health, the Interactive Teen Maze program offered biennially, prom-week safety education, quadrennial mock crash events, court-ordered vaping intervention classes, and ongoing substance misuse prevention programming.

Safety and security will remain central priorities. Each school will continue to be staffed with a full-time School Resource Officer (SRO). Schools and athletic teams will conduct annual emergency drills, and athletic safety plans will be reviewed annually in collaboration with district leaders and community partners. Narcan (naloxone) will continue to be maintained at school sites and athletic events, with staff trained in its administration.

To strengthen communication and emergency coordination, the district will maintain additional radio communication devices across school sites and continue implementing an enhanced communication system that connects staff location and status updates directly with first responders during emergencies. Quarterly meetings with school leaders, law enforcement, and emergency management officials will ensure continued collaboration and coordinated response planning.

Security infrastructure improvements will continue throughout the three-year planning period. Door access systems will be upgraded district-wide, and lock systems will be enhanced to allow first responders rapid entry when needed. The Sheriff's Department will maintain access to district security camera systems for real-time monitoring during emergencies. Schools will also utilize updated safety technology, including surveillance cameras, controlled-access entry points, and wearable panic alert systems.

New standard action protocols will be maintained to provide clear and consistent emergency procedures across all schools. Annual drills and staff training will reinforce expectations related to security systems, emergency response procedures, and safety equipment. Partnerships with County Emergency

Management will continue to provide real-time National Weather Service alerts and strengthen preparedness for severe weather events.

Through sustained partnerships, enhanced mental health and wellness supports, improved infrastructure, comprehensive training, and coordinated community collaboration, Bledsoe County Schools will continue working to ensure safe, secure, healthy, and supportive learning environments for all students and staff throughout the three-year plan cycle.

Integration and Effective Use of Technology in the Classroom

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

*

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

Over the next three years, Bledsoe County Schools will continue to operate as a one-to-one technology district to ensure that every student has access to an individual learning device. Students in Kindergarten and 1st grade will continue to be issued iPads to support early learning and developmentally appropriate technology integration. Students in grades 2 through 12 will continue to be issued Chromebooks to enhance instructional delivery, promote digital literacy, and provide equitable access to online learning resources. This one-to-one initiative ensures all students have consistent access to digital tools that support academic achievement and college and career readiness.

The district will continue providing professional development opportunities focused on integrating technology into daily classroom instruction. Bledsoe County Schools will work with vendor partners and educational organizations to expand training opportunities, including professional learning in emerging areas such as artificial intelligence and other innovative instructional technologies. These opportunities will help teachers strengthen instructional practices and effectively integrate technology to support student learning.

Device maintenance and replacement will remain an ongoing priority. Although the district has a device replacement process in place, challenges may arise when families are unable or unwilling to pay for repairs. When personal devices are unavailable, students will be provided access to classroom devices to ensure continuity of instruction. As classroom devices age, the district will evaluate available funding sources to support replacements and maintain adequate device availability. Teachers will continue to utilize classroom charging stations to address common issues such as students forgetting to bring devices or bringing devices without a full charge.

Technology funding will continue to be supported through a combination of Title I, state, and local funds. These coordinated funding sources will ensure that students and teachers have access to the devices, software, and digital resources needed to support high-quality instruction.

Throughout the three-year plan cycle, the district will maintain and update student and teacher devices as needed to ensure functionality and reliability. Programs and instructional software will also be regularly reviewed and updated to align with classroom and district instructional goals. All students and teachers will continue utilizing Google Workspace for email, assignments, collaboration, and communication. District technology staff will monitor accounts and usage patterns to ensure appropriate use and support digital safety.

Administrators will continue evaluating the use and integration of technology during classroom observations and walkthroughs. The district expects that devices will be used regularly by both students and teachers to support instruction, collaboration, and assessment. School and district leaders will monitor trends in technology integration and provide feedback and support to strengthen instructional practices.

Classrooms across the district will continue to be equipped with multimedia panels and instructional technology tools that promote interactive and engaging lessons. These resources support teachers in delivering high-quality instruction while providing students with meaningful opportunities to interact with digital content.

Technology will also continue to support assessment and data analysis. Students will utilize school-issued devices to complete benchmarking assessments, while teachers will use digital tools to analyze data and inform instructional decisions. Bledsoe County Middle School and Bledsoe County High School will continue using student devices for statewide assessments, and high school students will utilize devices for ACT and ASVAB testing.

Through sustained investment in devices, professional learning, and digital resources, Bledsoe County Schools will continue strengthening technology integration over the next three years to support effective instruction, enhance student engagement, and prepare students for college and career readiness.

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TSI, ATSI, and/or CSI School Supports

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

Describe how the district will support schools with a federal designation (TSI/ATSI/CSI) for the 2026-2027 school year.

For the 2026-2027 school year, the district will provide targeted and ongoing support to campuses identified for Targeted Support and Improvement (TSI) by strengthening writing instruction, improving the precision of data use, and building campus capacity to support identified student groups. District instructional staff will collaborate with campus leadership and teachers to support aligned writing expectations, integration of writing across content areas, and the development and implementation of targeted writing improvement plans supported by peer coaching. Teachers will engage in coaching cycles focused on effective writing instruction, analysis of student work, and reflective practice. In addition, the district will support campuses in tracking data in a more precise and intentional manner by focusing on individual student performance and growth projections, allowing campuses to monitor progress, identify students in need of targeted interventions, and adjust instruction based on ongoing data analysis.

Describe the methodology the district will utilize to equitably allocate resources, (e.g. fiscal, personnel, expedite purchasing/approval process; recruitment and hiring; differentiated compensation, targeted professional development, academic opportunities, structures and programmatic) to schools with a federal designation (TSI/ATSI/CSI).

The district will equitably allocate resources to campuses with federal designations (TSI) through more precise and intentional planning aligned to campus-specific needs. Principals, in collaboration with district leadership, will engage in strategic and collaborative Instructional Leadership Team (ILT) planning to identify priority areas and determine the most effective use of personnel and programmatic resources. This methodology allows the district to front-load support for teachers through targeted professional development, coaching, and instructional resources early in the school year. District systems will prioritize expedited purchasing and approval processes, targeted staffing supports, and differentiated professional learning opportunities to ensure campuses receive timely and appropriate resources aligned to identified student needs and improvement goals.

Describe the process the district will use to monitor the selection and implementation of strategies to ensure equitable allocation of resources in schools with a federal designation (TSI/ATSI/CSI).

The district will monitor the selection and implementation of strategies to ensure equitable allocation of resources in TSI campuses through a collaborative and ongoing communication process. Principals will regularly engage teachers in discussions to identify instructional needs, resource gaps, and implementation priorities based on student data and classroom observations. Principals will then communicate these needs to district-level leaders to determine appropriate supports and resource allocations. Progress and implementation will be monitored through monthly leadership collaboration meetings, during which campus and district leaders will review strategy effectiveness, assess resource use, and make adjustments as needed to ensure supports are aligned to campus needs and improvement goals. Monitoring will also be conducted by IPG walks.

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

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

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

- Needs assessment section of the support guide
- Fishbone diagram

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

	Prior strategies that have supported improvements	Root cause for slow or limited gains in the priority area

Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus area, grade bands, subgroups, etc. For any area required for analysis that is not identified for improvement, state the area and "No improvement identified." For example, Student attendance - No improvement identified.		
* ELA Performance Continue K-2 improvements and increase 3-8 TCAP and HS EOC; 3-12 SWD and ED in ELA	* Unit and Lesson Internalization in ELA (K-5) Implement HQIM: Provide Feedback (K-12) Literacy Implementation Network (K-5)	* Inconsistent Unit and Lesson Prep (6-8) Irregular identification and placement of students in intervention (K-8) Lack of interventions connection to Tier 1 instruction (K-8) Teachers have limited understanding of depth and rigor in HQIM Inconsistent IPG Walks Feedback of IPG Walks is surface level or limited Lack of Parent understanding Failure to fully recognize income student's present level of performance
* Math Performance Continue K-2 improvements and increase 3-8 TCAP and HS EOC; 3-12 SWD and ED in Math	* Unit and Lesson Internalization with High Quality Feedback (K-12) Materials and Standards Aligned Instruction (K-12)	* Irregular identification and placement of students in intervention (K-8) Lack of interventions connection to Tier 1 instruction (K-8) Lack of Parent understanding Inconsistent use of instructional focus documents Lack of Professional Development Failure to fully recognize income student's present level of performance

* College and Career Readiness Maintain or increase CCR indicator/ Grad Rate and increase ACT	* Middle School Career Exploration ACT Exposure EPSO Opportunities	* Student buy-in Teacher lack of understanding the connection between TN standards and ACT
* Discipline/ Behavior Decrease the amount of office referrals and improve student behaviors- no improvement identified	* N/A	* N/A
* Teachers Continue to retain highly effective teachers- No improvement identified	* N/A	* N/A
* Student Attendance Met double AMO target, with the exception of one school- No improvement identified	* N/A	* N/A

Goal 1: Grade 3 ELA (Required)

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

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

* 70 %	of students will score proficient on the 3rd grade TCAP by	* Year 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	* From 37.3% (actual FY26) to 41.2%	* District Assessment File, Grade 3, Meets and Exceeds TISA Accountability Report
2027-28	* 44.9%	* District Assessment File, Grade 3, Meets and Exceeds TISA Accountability Report
2028-29	* 48.3%	* District Assessment File, Grade 3, Meets and Exceeds TISA Accountability Report

* 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**

HQIM Teachers and principals will effectively internalize units and lessons weekly. The use of effective preparation strategies will cause a change in the delivery of lessons (2B, 2D, and 3D). This will include the Acceleration for All initiative with a focus on creating conditions to allow general ed, special education, and ESL staff to collaborate to understand how to best ensure that the needs of all learners are met through the HQIM; leveraging student work analysis in partnership with lesson preparation to allow educator to be experts in both their students and HQIM; understanding how to leverage additions to the knowledge building IPG to capture data on how all students are successfully accessing tier one (T1) HQIM. Effective teacher feedback, aligned with HQIM (High-Quality Instructional Materials), provides specific, actionable guidance that helps students understand their progress and make meaningful improvements using the core curriculum.	Two district-level walks will occur during the year conducted by district instructional supervisors, principals and TNTP Consultants. Additionally, principals will be conducting weekly walks that includes feedback to teachers and this data will be reviewed monthly with district leadership to determine any needed areas of support. The district will see an increase on Core Indicators 2B, 2D, and 3D of the IPG each spring. The goal for ELA teachers in grades K-12 to score at a level 3 or 4 (positively) on each of these indicators: 2A: 80%, 2D-80%, and 3D-80%. District is tracking evidence of quality instruction instruction through the use of the ELA IPG tool (2B, 2D, and 3D) with a target of 75% of ELA teachers in grades k-12 to score at a level 3 or 4. These indicators directly correspond to the lesson prep protocol. This data is collected by principals and analyzed during monthly principal meetings. District instructional leaders provide feedback and support based on data trends.	$ 6,500.00	TNTP-$90,000 Consulting Fees and Supplies Mastery Connect- 1590.90 Benchmark Assessments
Additional Instructional Supports: Summer School and Tutoring High-dosage, low ration tutoring that creates high impact learning experiences, focuses on reteaching missed or unlearned content, and connects missing learning to grade level content. Tutoring in conjunction with summer camps will provide in-person learning loss remediation and student acceleration programs for rising K through 9th graders, with K-5 being the priority.	Students participating in tutoring: -scored below or approaching in ELA the prior year or -were retained in the previous grade level or -were a 3rd or 4th grader who was promoted through a tutoring pathway Students attend 90% of the tutoring sessions provided. Progression toward mastery will be measured by MasteryView benchmark scores. Students participating in Summer School: Students will participate with at least 90% attendance rate. Students who performed below or in the approaching category. Student performance will increase from pre to post test	$ 10,000.00	Summer Learning Camps for 3rd Graders - $20,000.00- Salaries and Instructional Supplies
		$	

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Goal 2

By May 2029, Bledsoe County Schools will increase the percentage of students who are meeting or exceeding expectations in K-12 ELA outcomes for all students, students with disabilities, and students who are economically disadvantaged. The district goal is to improve literacy across all grades. It is our belief that the use of high quality instructional materials along with teacher support and coaching will cause instructional practice to change. This will result in teachers:
-meeting the demands of the standards (foundational skills and knowledge building)
-internalizing units and lessons
-analyzing student work
-improvement on the IPG tool

Performance Measures:

By May 2029, all students and student groups in 3-5 ELA will increase the percentage of students who met and exceeded expectations by 42.3 to 52.5%. For the ED subgroup, ELA will increase by 25.4 to 38.6%. For the SWD subgroup, the below category in ELA will decrease by 60.6% to 49.9%.

By May 2029, all students and student groups in 6-8 ELA will increase the percent of students who met and exceeded expectations by 38.9 to 49.7%. For the ED subgroup, ELA will increase by 18.4% to 32.8%. For the SWD subgroup, the below category in ELA will decrease by 52.5% to 43.2%.

By May 2029, all students and student groups in ENG 1 will increase the percent of students who met and exceeded expectations by 34.2% to 45.8%. For the ED subgroup, ELA will increase by 25.9% to 38.9%. For the SWD subgroup, the below category in ELA will decrease by 26.1% to 21.6%.

By May 2029, all students and student groups in ENG 2 will increase the percent of students who met and exceeded expectations by 50% to 58.8%. For the ED subgroup, ELA will increase by 38.7% to 49.5%. For the SWD subgroup, the below category in ELA will decrease by 40.9% to 33.7%.

By May 2029, all students and student groups in 2nd grade ELA will increase the percent of students who met and exceeded expectations by 61.6% to 68.4%. For the ED subgroup, ELA will increase by 57.6% to 65.1%. For the SWD subgroup, the below category in ELA will decrease by 9.4% to 7.7%.

By May 2029, all students and student groups in K ELA will increase the percent of students who met and exceeded expectations by 57% to 64.6%.

By May 2029, all students and student groups in Grade 1 ELA will increase the percent of students who met and exceeded expectations by 53.8% to 61.9%.

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-1 scoring at or above the 40 percentile as measure by aimsweb Plus *K- 59.7% *1- 56.7% *Meets or exceeds on TCAP/EOC *2- 64% All Students, 60.3% ED *3-5 -45.9% All Students, 30.1% ED *6-8- 42.7% All Students, 23.5% ED *ENG 1- 38.3% All Students, 30.5% ED *ENG 2- 53.1% All Students, 42.5% ED *Decreases Below Expectation on TCAP/EOC *2- 8.8%SWD *3-5- 56.7% SWD *6-8- 49.2%SWD *ENG 1- 24.5% SWD *ENG 2- 38.3%SWD	* aimsweb Plus Benchmark Comparison Report Grade 2 District File District Assessment File
2027-28	* *K-1 scoring at or above the 40 percentile as measure by aimsweb Plus *K- 62.2% *1- 59.4% *Meets or exceeds on TCAP/EOC *2- 66.3% All Students, 62.8% ED *3-5 -49.3% All Students, 34.5% ED *6-8- 46.3% All Students, 28.3% ED *ENG 1- 42.2% All Students, 34.8% ED *ENG 2- 56% All Students, 46.1% ED *Decreases Below Expectation on TCAP/EOC *2- 8.2% SWD *3-5- 53.2% SWD *6-8- 46.1% SWD *ENG 1- 23%SWD *ENG 2- 35.9% SWD	* aimsweb Plus Benchmark Comparison Report Grade 2 District File District Assessment File
2028-29	* *K-1 scoring at or above the 40 percentile as measure by aimsweb Plus *K- 64.6% *1- 61.9% *Meets or exceeds on TCAP/EOC *2- 68.4% All Students, 65.1% ED *3-5 -52.5% All Students, 38.6% ED *6-8- 49.7% All Students, 32.8% ED *ENG 1- 45.8% All Students, 38.9% ED *ENG 2- 58.8% All Students, 49.5% ED *Decreases Below Expectation on TCAP/EOC *2- 7.7% SWD *3-5- 49.9% SWD *6-8- 43.2% SWD *ENG 1- 21.6% SWD *ENG 2- 33.7% SWD	* aimsweb Plus Benchmark Comparison Report Grade 2 District File District Assessment 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**

Unit and Lesson Plan Internalization Prep Teachers and principals will effectively internalize units and lessons weekly. The use of effective preparation strategies will cause a change in the delivery of lessons (2B, 2D, and 3D). This will include the Acceleration for All initiative with a focus on creating conditions to allow general ed, special education, and ESL staff to collaborate to understand how to best ensure that the needs of all learners are met through the HQIM; leveraging student work analysis in partnership with lesson preparation to allow educator to be experts in both their students and HQIM; understanding how to leverage additions to the knowledge building IPG to capture data on how all students are successfully accessing tier one (T1) HQIM.	Two district-level walks will occur during the year conducted by district instructional supervisors, principals and TNTP Consultants. Additionally, principals will be conducting weekly walks that includes feedback to teachers and this data will be reviewed monthly with district leadership to determine any needed areas of support. District instructional leaders provide feedback and support based on data trends. The district will see an increase on Core Indicators 2B, 2D, and 3D of the IPG each spring. The goal for ELA teachers in grades K-12 to score at a level 3 or 4 (positively) on each of these indicators: 2A: 80%, 2D-80%, and 3D-80%.	$ 275,000.00	TNTP-$90,000.00
Implementing HQIM (Providing Feedback) Effective teacher feedback, aligned with HQIM (High-Quality Instructional Materials), provides specific, actionable guidance that helps students understand their progress and make meaningful improvements using the core curriculum.	District is tracking evidence of quality instruction instruction through the use of the ELA IPG tool (2B, 2D, and 3D) with a target of 75% of ELA teachers in grades k-12 to score at a level 3 or 4. These indicators directly correspond to the lesson prep protocol. This data is collected by principals and analyzed during monthly principal meetings.	$ 5,600.00	TNTP-$90,000.00
Climate and Culture Bledsoe County Schools will strengthen school climate and culture through a comprehensive approach focused on positive behavior supports, family engagement, staff training, and targeted student interventions. The district will implement consistent behavior expectations across schools using evidence-based practices to promote positive student behavior and reduce disciplinary incidents. Professional development will be provided for teachers and staff on classroom management, trauma-informed practices, and effective behavioral supports. Schools will utilize a tiered system of support to identify and provide interventions for students with behavioral or social-emotional needs through counseling, small group supports, and individualized plans when needed. The district will also expand family engagement opportunities through regular communication, parent workshops, and school events to strengthen partnerships between schools and families.	The district will use school and district climate survey data. 80% of parents will indicate satisfaction with their child's school climate. Discipline incidents will be tracked and shared quarterly with district level staff. 100% of teachers will be trained in behavior support strategies.	$ 0.00	Title 1 Family Engagement-$9,000.00 Title V- Behavior HQIM and Supplies-$8000.00 Title V- Literacy Materials- $12,000.00 Title II and V- Mentor/Mentee Program -$20,000.00 SPED Behavior Grant- $100,000.00 ESL and Migrant Family Supports- $1000.00

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Goal 3

By May 2029, Bledsoe County Schools will increase the percentage of students who are meeting or exceeding expectations in K-12 Math outcomes for all students, students with disabilities, and students who are economically disadvantaged. The districts goal is to improve math across all grades. It is our belief that the understanding and use of math instructional documents and high-quality tasks will cause instructional practices to change. This will result in teachers:
-meeting the demands of the standards (conceptual understanding, procedural skill & fluency, application)
-analyze student work
-improved teacher practices around IPG Core Action 2A and 2D

Performance Measure:

By May 2029, all students and student groups in 3-5 Math will increase the percent of students who met and exceeded expectations by 40.8% to 51.1%. For the ED subgroup, Math will increase by 31.4% to 44%. For the SWD subgroup, the below category in ELA will decrease by 67.4% to 55.5%.

By May 2029, all students and student groups in 6-8 Math will increase the percent of students who met and exceeded expectations by 35.7% to 42.5%. For the ED subgroup, Math will increase by 21.1% to 29.7%. For the SWD subgroup, the below category in ELA will decrease by 63% to 54.5%.

By May 2029, all students and student groups in Alg. 1 will increase the percent of students who met and exceeded expectations by 27% to 35.9%. For the ED subgroup, Math will increase by 36.3% to 44%.For the SWD subgroup, the below category in ELA will decrease by 48.9% to 42.8%.

By May 2029, all students and student groups in Alg. 2 will increase the percent of students who met and exceeded expectations by 40.8 to 48%. For the ED subgroup, Math will increase by 22.6% to 31.9%.For the SWD subgroup, the below category in ELA will decrease by 26% to 22.9%.

By May 2029, all students and student groups in Geometry will increase the percent of students who met and exceeded expectations by 41.2% to 48.3%. For the ED subgroup, Math will increase by 29.7% to 38.2%.For the SWD subgroup, the below category in ELA will decrease by 39.1% to 34.4%.

By May 2029, all students and student groups in 2nd Grade Math will increase the percent of students who met and exceeded expectations by 45.1% to 51.7%. For the ED subgroup, Math will increase by 34.7% to 42.6%. For the SWD subgroup, the below category in ELA will decrease by 38% to 33.4%.

By May 2029, all students and student groups in K Math will increase the percent of students who met and exceeded expectations by 64.1% to 68.4 %.

By May 2029, all students and student groups in Grade 1 Math will increase the percent of students who met and exceeded expectations by 55.8% to 61.2%.

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-1 scoring at or above the 40 percentile as measure by aimsweb Plus *K- 64.1% *1- 55.8% *Meets or exceeds on TCAP/EOC *2- 45.1% All Students, 34.7% ED *3-5 -44.5% All Students, 36.3% ED *6-8- 35.7% All Students, 21.1% ED *ALG 1- 27% All Students, 36.3% ED *GEOM- 41.2% All Students, 29.7% ED *ALG 2- 40.8% All Students, 22.6% *Decreases Below Expectation on TCAP/EOC *2- 38%SWD *3-5- 63.2% SWD *6-8- 63%SWD *ALG 1- 48.9% SWD *GEOM- 39.1%SWD * ALG 2- 26%	* aimsweb Plus Benchmark Comparison Report Grade 2 District File District Assessment File
2027-28	* *K-1 scoring at or above the 40 percentile as measure by aimsweb Plus *K- 66.3% *1- 58.6% *Meets or exceeds on TCAP/EOC *2- 48.5% All Students, 38.8% ED *3-5 -48% All Students, 40.3% ED *6-8- 39.7% All Students, 25% ED *ALG 1- 31.6% All Students, 40.3% ED *GEOM- 44.9% All Students, 34.1% ED *ALG 2- 44.5% All Students, 27.4% ED *Decreases Below Expectation on TCAP/EOC *2- 35.6%SWD *3-5- 59.2% SWD *6-8- 58.1%SWD *ALG 1- 45.8% SWD *GEOM- 36.7 %SWD * ALG 2- 24.4%	* aimsweb Plus Benchmark Comparison Report Grade 2 District File District Assessment File
2028-29	* *K-1 scoring at or above the 40 percentile as measure by aimsweb Plus *K- 68.4% *1- 61.2% *Meets or exceeds on TCAP/EOC *2- 51.7 All Students, 42.6% ED *3-5 -51.1% All Students, 44% ED *6-8- 42.5% All Students, 29.7% ED *ALG 1- 35.9% All Students, 44% ED *GEOM- 48.3% All Students, 38.2% ED *ALG 2- 48% All Students, 31.9% *Decreases Below Expectation on TCAP/EOC *2- 33.4%SWD *3-5- 55.5% SWD *6-8- 54.5%SWD *ALG 1- 42.9% SWD *GEOM- 34.4%SWD * ALG 2- 22.9%	* aimsweb Plus Benchmark Comparison Report Grade 2 District File District Assessment 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**

Unit and Lesson Plan Internalization Teachers and principals will receive training on how to effectively internalize units and lessons. Additionally, teachers will be provided with time for unit and lesson internalization. The use of internalization will cause a change in delivery of lessons, specifically around the IPG Core Action 2A (80%) and 2D (70%). This will include the Acceleration for All initiative with a focus on creating conditions to allow general ed, special education and ESL staff collaborate to understand how to best ensure that the needs of all learners are met through the HQIM; Leveraging student work analysis in partnership with lesson preparation to allow educator to be experts in both their students and HQIM; Understand how to leverage additions to the knowledge building IPG to capture data on how all student are successfully accessing tier one (T1) HQIM.	Two district-level walks will occur during the year conducted by district instructional supervisor, principals, and TNTP consultants. Additionally, principals will be conducting weekly walks that includes feedback to teachers and this data will be reviewed monthly with district leadership to determine any needed areas of support. The goal is for 75% of Math teachers in grades K-12 to score a level 3 or 4 (positively) on 2A and 2D.	$ 50,000.00	
Implementing HQIM (Providing Feedback) Principals provide teachers feedback on their instructional practices and task work using the IPG tool. Feedback will be provided to each teacher at least monthly. District leaders will use Get Better Faster: A 90-Day Plan for Coaching New Teachers, during monthly PD sessions to provide principals with granular, manageable steps for coaching. Increases in all indicators in Core Action 2 will indicate improvement.	District is tracking evidence of quality instruction instruction through the use of the Math IPG tool (2A and 2D) with a target of 75% of Math teachers in grades K-12 to score at a level 3 or 4. These indicators directly correspond to the lesson prep protocol. This data is collected by principals and analyzed during monthly principal meetings.	$ 10,000.00	
Climate and Culture Bledsoe County Schools will strengthen school climate and culture through a comprehensive approach focused on positive behavior supports, family engagement, staff training, and targeted student interventions. The district will implement consistent behavior expectations across schools using evidence-based practices to promote positive student behavior and reduce disciplinary incidents. Professional development will be provided for teachers and staff on classroom management, trauma-informed practices, and effective behavioral supports. Schools will utilize a tiered system of support to identify and provide interventions for students with behavioral or social-emotional needs through counseling, small group supports, and individualized plans when needed. The district will also expand family engagement opportunities through regular communication, parent workshops, and school events to strengthen partnerships between schools and families.	The district will use school and district climate survey data. 80% of parents will indicate satisfaction with their child's school climate. Discipline incidents will be tracked and shared quarterly with district level staff. 100% of teachers will be trained in behavior support strategies.	$ 0.00	Title 1 Family Engagement-$9,000.00 Title V- Behavior HQIM and Supplies-$8000.00 Title V- Literacy Materials- $12,000.00 Title II and V- Mentor/Mentee Program -$20,000.00 SPED Behavior Grant- $100,000.00 ESL and Migrant Family Supports- $1000.00

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☐ This goal not established.

Goal 4

By May 2029, Bledsoe County Schools will increase the percentage of students who are college and career ready. Our goal is to produce students who are both college and career ready. It is our belief that teachers should be equipped to provide students with the knowledge and skills needed to be lifelong learners and to think independently. The district will:
-expand post-secondary exposure to elementary and middle school students through STEM
-expand early post-secondary opportunities for students beyond industry certification, dual enrollment, and dual credit
-increase students who reach ACT readiness benchmark

Performance Measure:

By May 2029, all students and student groups will increase the composite ACT score to above 19.1.

By May 2029, the district will demonstrate progress towards CCR attainment of 83.5% or higher.

By May 2029, the district will increase the percentage of students earning level 2/3 IC Credentials from 47% to 56.9%.

By May 2029, the district will increase the percentage of students meeting ASVAB benchmark from 45.2% to 55.4%.

By May 2029, the district will maintain or increase the (Federal) Grad Rate from 88.3% to 90.4%.

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	* *Maintain or Increase the CCR indicator *84.5% *Maintain or Increase Grad Rate *84.3% (Federal) 93.6% (State) *Increase ACT scores *19.4 *Increase Percent of Students Meeting ASVAB Benchmark *48.6% *Increase the Percent of Students Earning Level 2/3 IC Credentials *50.3%	* School Level ACT Ready Graduate LG Summary Internal Google Tracker District Accountability ACT, CCR File and Graduation Rate files
2027-28	* *Maintain or Increase the CCR indicator *85.5% *Maintain or Increase Grad Rate *85.3% (Federal) 93.9% (State) *Increase ACT scores *19.7 *Increase Percent of Students Meeting ASVAB Benchmark *52% *Increase the Percent of Students Earning Level 2/3 IC Credentials *53.6%	* School Level ACT Ready Graduate LG Summary Internal Google Tracker District Accountability ACT, CCR File and Graduation Rate files

2028-29	* *Maintain or Increase the CCR indicator *86.5% *Maintain or Increase Grad Rate *86.3% (Federal) 94.2% (State) *Increase ACT scores *20 *Increase Percent of Students Meeting ASVAB Benchmark *55.4% *Increase the Percent of Students Earning Level 2/3 IC Credentials *56.9%	* School Level ACT Ready Graduate LG Summary Internal Google Tracker District Accountability ACT, CCR File and Graduation Rate files

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**
Middle School Career Exploration Using Pathful, students in 8th grade will receive career interest and aptitude test in order to consider both interest and abilities as they explore aligned careers. Students will complete a career exploration exercise where they will build a career list and post-secondary plan. The Career Explorations teacher and guidance counselor will provide transition and course selection lessons to help all students design a six year plan including ESPOs to support Ready Grad status including all student groups, in particularly students with disabilities.	Each year, 100% of 8th graders will have completed an inventory assessment that will be the first draft of their six year plan to support their transition to high school. IT is reviewed and updated in their Sophomore year. The assessment information will be reported to the district quarterly to allow alignment between high school programs of study and student interest.	$ 60,000.00	ISM-$10,000.00
ACT Exposure The district will support the high school in providing students with opportunities to take a pre- ACT once per year and group students in ACT prep classes their junior year using those results. This addresses the need to provide ongoing support for ACT to all students leading to continuous increase in ACT outcomes.	Based on the selected curriculum and platform, teachers will provide instruction and monitor student completion rates of activities recommended for maximum benefit. These results will be reported to the principals to be shred at quarterly data reviews with the district instructional supervisors. As appropriate, the teachers, principals, and district-level supervisors will review changes in subpart content area pre and post test assessments.	$ 4,400.00	Jane Ross-7500.00 Mastery Connect-1200.00 IXL-$1000.00
EPSO Opportunity Bledsoe County will monitor availability of EPSO opportunities through Dual enrollment (TCAT), state dual credit, local dual credit (Chattanooga State), industry certifications (TCAT and CTE classes), dual credit with post-secondary institutions, ASVAB, and AP. Attaining one or more of these will help students achieve Ready Graduate status, and College Career Ready status and qualify the student for TISA funding.	The CTE director and Supervisor of Instruction will monitor internal metrics for each student quarterly looking for progress towards CCR, Ready Grad, and TISA bonus outcomes.	$ 5,000.00	TCAT Grant 200,000.00 ISM-5000.00 Carl Perkins-4000.00

Goal 5

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This goal not established.

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☑ This goal not established.

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2026-27 to 2028-29 District Plan LEA Assurances

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

1. Ensure that plans are developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools.

2. Work in consultation with schools as the schools develop their plans or activities under ESSA §§1003, 1112, 1114, and 1115 and assist schools as the schools implement such plans so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

3. Make approved LEA and school plans available to parents and the public, and the information contained in such plans shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

4. Coordinate and collaborate with the State educational agency and other agencies providing services to children, youth, and families if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.

5. Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools.

6. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

7. Use the results of the student academic assessments and other measures or indicators available to the agency to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments.

8. Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

9. Inform eligible schools and parents of schoolwide program authority.

10. Provide technical assistance and support to schoolwide programs.

11. If applicable, provide services to eligible children attending private elementary schools and secondary schools, including timely and meaningful consultation with private school officials regarding such services.

12. If applicable, provide early childhood development services to low-income children in compliance with ESSA §641A(a) of the Head Start Act.

13. Comply with the requirements regarding the qualifications of teachers and paraprofessionals and professional development.

14. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

15. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula.

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Optional Documents		
Type	**Document Template**	**Document/Link**
(LEA Plan) Supporting Documents	N/A	(LEA Plan) Supporting Documents (LEA Plan) Supporting Documents

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Overview

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

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

• Goals for student achievement which are now addressed through the LEA plan. One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.

• Explanation of how the district's stated goals can be met within the district's budget which are now addressed through the LEA plan.

• For reports submitted starting in the 2024-25 school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals. Prior year reflection and expenditures are to be completed at the beginning of each school year as a separate section, now located within the LEA planning process.

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

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

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

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

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

Resources

Click here to open the guide.

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Goal Statement 1: 3rd Grade ELA Proficiency

70 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2030

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	30.1% of students scored proficient on ELA TCAP	3rd Grade ELA TCAP Scores
Year 2: 2024-2025 school year (Use previous outcome)	38.5% of students scored proficient on ELA TCAP	3rd Grade ELA TCAP Scores
Year 3: 2025-2026 school year (Use actual outcome)	37.3% of students scored proficient on ELA TCAP	3rd Grade ELA TCAP Scores

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

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

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

No, we did not meet our outcomes target. Although we did not meet our outcome target (44.8) and actually decreased from prior year, we did exceeded our 15% gap reduction by 1.2%. We are continuing the action steps with an intentional focus on prepping instruction for all students.

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

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Percentage of salary and benefits for Assistant Principal at the largest and most economically disadvantaged school 2. 25% of salaries & benefits for Director and Instructional Supervisor	$ 100,228.00	Although we didn't meet our target, but we did exceed our gap reduction by 1.2%. We think our efforts are going to continue to close this gap.

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Goal Statement 2:

70% of students will score at the 40th percentile or above on Benchmark Testing.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	58.8% of students scored at the 40th percentile or above on Benchmark Testing	Aimsweb Spring Benchmark Testing Scores K-5 ELA & Math
Year 2: 2024-2025 school year (Use previous outcome)	59.9% of students scored at the 40th percentile or above on Benchmark Testing	Aimsweb Spring Benchmark Testing Scores K-5 ELA & Math
Year 3: 2025-2026 school year (Use actual outcome)	60.3% of students scored at the 40th percentile or above on Benchmark Testing	Aimsweb Spring Benchmark Testing Scores K-5 ELA & Math

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

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

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

No, we did not meet our outcomes target. Although we did not meet our outcome target (61.92) and actually increased from the year prior. We also came very close to meeting our gap-closure goal, missing it by only 0.2 percentage points.

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

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
HQIM, Attendance Coordinator, Pearson's Aimsweb, Tutoring, Heggerty	$ 107,337.00	Although we did not reach our target, we did see an increase in our scores and will continue investing in this area to support continued growth and improvement.

Goal 3

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☐ This goal not established.

Goal Statement 3:

70% of students will meet or exceed expectations in Math.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	31.90% of students met or exceeded expectations in math.	2023-2024 grade level math TCAP (Grades 3-8) and Fall/Spring Algebra I, II, and Geometry.
Year 2: 2024-2025 school year (Use previous outcome)	36.8% of students met or exceeded expectations in math.	2024-2025 grade level math TCAP (Grades 3-8) and Fall/Spring Algebra I, II, and Geometry.
Year 3: 2025-2026 school year (Use actual outcome)	34.7% of students met or exceeded expectations in math.	grade level math TCAP (Grades 3-8) and Fall/Spring Algebra I, II, and Geometry.

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

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

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

No, we did not meet our outcome target (34.7) and actually decreased from prior year. We are continuing the action steps with an intentional focus on prepping instruction for all students.

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

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
HQIM, Intervention HQIM, MasteryConnect	$ 24,831.00	Although we did not meet expected targets in the 25-26 school year, we did make significant gains in the year prior. We are focusing on lesson prep in math and review which strategies worked.

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☐ This goal not established.

Goal Statement 4:

70% of students will meet or exceed expectations in ELA.

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	33.7% of students met or exceeded expectations in ELA.	2023-2024 grade level ELA TCAP (Grades 3-8) and Fall/Spring English I & II.
Year 2: 2024-2025 school year (Use previous outcome)	36.7% of students met or exceeded expectations in ELA.	2024-2025 grade level ELA TCAP (Grades 3-8) and Fall/Spring English I & II.
Year 3: 2025-2026 school year (Use actual outcome)	39.7% of students met or exceeded expectations in ELA.	2025-2026 grade level ELA TCAP (Grades 3-8) and Fall/Spring English I & II.

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

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

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

Although we did not meet the target, we did increase the amount of students that met or exceeded expectations in ELA.

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

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
HQIM, Intervention, MasteryConnect, Tutoring	$ 45,773.00	We are making progress toward this goal, and will continue to work on strategies to improve student achievement and growth.

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☐ This goal not established.

Goal Statement 5:

50% of students meet 21 or higher on ACT by 2030.

District Goal 5

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	32.4% of students met 21 or higher on ACT	ACT State Contract, Spring Administration
Year 2: 2024-2025 school year (Use previous outcome)	21.8% of students met 21 or higher on ACT	ACT State Contract, Spring Administration
Year 3: 2025-2026 school year (Use actual outcome)	35.9% of students met 21 or higher on ACT	ACT State Contract, Spring Administration

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

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

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

Our current strategies our working, and we will continue these in the following year.

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

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Course Fees	$ 10,000.00	We spend federal and grant funds on the majority of our ACT investments. They are as follows: Jane Ross Boot Camp, IXL ACT Prep, MasteryConnect College Prep, Jane Ross PD for teachers

Goal 6

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☑ This goal not established.

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Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

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

Board Approval

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

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

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