Hickman County Schools (410) Public District - FY 2027 - LEA Plan - Rev 1

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.

Goal 1

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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)	33%	2024 TCAP and EOC success rate all students as well as the gap formula for TISA
Year 2: 2024-2025 school year (Use previous outcome)	33.3%	2025 TCAP and EOC success rate all students as well as the gap formula for TISA
Year 3: 2025-2026 school year (Use actual outcome)	37.7%	2026 TCAP success rate for all students as well as the gap formula for TISA

* 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?

Progress toward the 2030 goal of 70% proficiency in 3rd grade ELA has demonstrated a growth of 4.4% points. The rate of change indicates that the plan is maintaining with gains seen each year, all while the district has a focus towards improving achievement. Moving forward, the plan will focus on:
1. Core ELA Instructional alignment with state standards, with an emphasis on foundational literacy skills, complex text exposure, and writing in the early grades (K-3) to build stronger readiness.
2. Performance targets throughout the year will be evaluated from benchmark assessments in order to make course corrections throughout the year.
3. Semi-weekly or monthly (depending on the school) data meetings will drive instruction and help to focus on specific student subgroups and skill deficit areas to target as well.
4. Wit and Wisdom instructional materials will be purchased and required for use in all 3rd grade ELA classrooms. These materials provide a more rigorous curriculum for students that will more closely align with grade level standards.
5. The district has made the committed focus to optimizing all instructional time starting from the first day of school until the last. It is an expectation that instructional time be optimized at each grade level.

6. Data trackers will be required for school teams. Trackers will contain data for each student, class, teacher on the following: achievement, growth, standards, and benchmark assessment scores.

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.
Investments in testing software (Mastery Connect used for benchmark testing)	$ 56,000.00	The online assessment was used across the district and aided administrators and teachers by giving feedback throughout the year on grade level standards to assist teachers in lesson plan development and making adjustments to instruction based on the subgroup analysis.
Planbook was used for teacher planning	$ 7,000.00	Planbook contributed to success in the school and classrooms where it was used with fidelity. However, not all schools required its use. Due to the inconsistent use among grade levels, Planbook cannot be credited with certaintanty as aiding the district in progressing toward the goal.
Interventionists that provide small group instruction in basic reading skills	$ 125,000.00	Small group instruction provided by interventionists was a contributing factor of 3rd grade ELA progressing to its goal. Data from T2 and T3 interventions demonstrated increased proficiency across 3rd grade on the Universal Screener over the course of the 3rd grade student cohort's 3rd grade school year.
New instructional materials purchased 3rd grade ELA classes	$ 3,500.00	Wit and Wisdom instructional materials were purchased for classrooms that requested the use at each school with 3rd grade students. This investment can be attributed to progress seen in improving student knowledge, through a more rigorous and robust set of instructional materials that more closely aligned with the expectations of grade level standards.

Goal 2

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Goal Statement 2:

By May, 2029, Hickman County Schools will increase the ELA Success Rate in 3-12 ELA outcomes on TCAP/EOC for all students.

3-5 All Students ELA 38.2% to 48.7%.
6-8 All Students ELA 30.07% to 40.6%.
9-12 All Students ELA 35.55% to 46.4%.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	34.40% 23.70% 30.70%	2024 TCAP and EOC success rate all students as well as AMO's for the following years
Year 2: 2024-2025 school year (Use previous outcome)	35.80% 24.10% 32.80%	2025 TCAP and EOC success rate all students as well as AMO's for the following years
Year 3: 2025-2026 school year (Use actual outcome)	38.2% 30.07% 35.55%	2026 TCAP and EOC success rate all students as well as AMO's for the following years

* 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?

ELA success rate data demonstrates positive multi-year progress across grade bands. Grades 3-5 maintained consistent upward growth, and Grades 6-8 shows a strong surge in 2025-2026; with Grades 9-12 continuing a steady incline in their % of students who met or exceeded expectations.

Moving forward, the plan will need to focus on:
1. Core ELA Instructional alignment with state standards, focusing on foundational literacy skills, complex text exposure, and writing at all grade levels (K-12) to build stronger readiness. One school is piloting a writing class and will be using a software program with an AI grader that will provide feedback to students on their writing work based on the performance measure identified by the teacher.
2. Performance targets throughout the year will be evaluated from benchmark assessments in order to make course corrections throughout the year.
3. Semi-weekly or monthly (depending on the school) data meetings will drive instruction and help to focus on specific student subgroups and skill deficit areas to target as well.

4. Wit and Wisdom instructional materials will be purchased and required for use in all 3rd grade ELA classrooms. These materials provide a more rigorous curriculum for students that will more closely align with grade level standards.
5. The district has made the committed focus to optimizing all instructional time starting from the first day of school until the last. It is an expectation that instructional time be optimized at each grade level.
6. Data trackers will be required for school teams. Trackers will contain data for each student, class, teacher on the following: achievement, growth, standards, and benchmark assessment scores.
7. Each school was given 1 additional teacher over the BEP required guidelines in order to reduce class sizes for effective differentiation with data-driven instruction.

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.
Investments in testing software (Mastery Connect used for benchmark testing)	$ 56,000.00	The online assessment was used across the district and aided administrators and teachers by giving feedback throughout the year on grade level standards to assist teachers in lesson plan development and making adjustments to instruction based on the subgroup analysis.
Planbook was used for teacher planning	$ 7,000.00	Planbook contributed to success in the schools and classrooms where it was used with fidelity. However, not all schools required its use. Due to the inconsistency across grade levels, Planbook cannot be credited with certainty as aiding the district in progressing toward the goal.
Interventionists that provide small group instruction in Reading	$ 350,000.00	Small group instruction provided by interventionists was a contributing factor of ELA at all levels progressing to its goal. Data from T2 and T3 interventions demonstrated increased proficiency across all grade levels on the Universal Screener over the course of the school year.
New instructional materials purchased 3rd grade ELA classes	$ 3,500.00	Wit and Wisdom instructional materials were purchased for classrooms that requested the use at each school with 3rd grade students. This investment can be attributed to progress seen in improving student knowledge, through a more rigorous and robust set of instructional materials that are more closely aligned with the expectations of grade level standards.
1+ Teachers over the required average for BEP, was provided at each school	$ 350,000.00	Smaller class sizes contributed to grade levels progressing in a positive trend. Teachers having the ability to serve students in smaller class sizes ensured that differentiation of instruction could occur because weak areas could be quickly identified allowing the teacher to intervene and adjust individually or in groups to ensure that gaps didn't occur with learning content.

Goal 3

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- This goal not established.

Goal Statement 3:

By May, 2029, Hickman County Schools will increase the Math Success Rate in 3-12 Math outcomes on TCAP/EOC for all students.

3-5 All Students Math 49.07% to 59.6%.
6-8 All Students Math 36.35% to 46.9%.
9-12 All Students Math 21.1% to 36.1%.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	43.10% 24.50% 15.10%	2024 TCAP and EOC success rate all students as well as AMO's for the following years
Year 2: 2024-2025 school year (Use previous outcome)	42.80% 32.70% 19.20%	2025 TCAP and EOC success rate all students as well as AMO's for the following years
Year 3: 2025-2026 school year (Use actual outcome)	49.07% 36.35% 21.09%	2026 TCAP and EOC success rate all students as well as AMO's for the following years

* 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?

Math success rate from 2024-2026 indicates a progressing trend of positive movement across all grade bands, with growth and steady progress in all grade levels. While high school EOC success rates have in the past shown growth, proficiency in Grades 9-12 is continues to be at a lower level, which points to a system-wide gap during the transition period from middle to high school math.

Moving forward, the plan will focus on:
1. High quality professional development at all grade levels. Teachers at grades 3-5 and the instructional coach will participate in the state's Math Implementation Network. Algebra I teachers will be participating in a "Collaborative" of teachers across middle TN, and will complete 12 hours of online

professional development as part of this collaborative.
2. An additional instructional coach has been included in the federal budget for the coming year, to assist middle and high school teachers with tracking data, classroom instructional practices, and researching effective teaching strategies.
3. Instructional walks at all grade levels will occur and use the Math IPG as a guide for look-fors in these classes.
4. Tutoring in grades 3-8 will be provided. Before, during and after school tutoring may be available (unique to each school's need and preference for tutoring times), for students identified and in need of more targeted supports.
5. Performance targets throughout the year will be evaluated from benchmark assessments in order to make course corrections throughout the year.
6. The district has made the committed focus to optimizing all instructional time starting from the first day of school until the last. It is an expectation that instructional time be optimized at each grade level.
7. Data trackers will be required for school teams. Trackers will contain data for each student, class, teacher on the following: achievement, growth, standards, and benchmark assessment scores.
8. Each school was given 1 additional teacher over the BEP required guidelines in order to reduce class sizes for effective differentiation with data-driven instruction.

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.
Investments in testing software (Mastery Connect used for benchmark testing)	$ 56,000.00	The online assessment was used across the district and aided administrators and teachers by giving feedback throughout the year on grade level standards to assist teachers in lesson plan development and making adjustments to instruction based on the subgroup analysis.
Planbook was used for teacher planning	$ 7,000.00	Planbook contributed to success in the schools and classrooms where it was used with fidelity. However, not all schools required its use. Due to the inconsistency across grade levels, Planbook cannot be credited with certainty as aiding the district in progressing toward the goal.
1+ Teachers over the required average for BEP, was provided at each school	$ 350,000.00	Smaller class sizes contributed to grade levels progressing in a positive trend. Teachers having the ability to serve students in smaller class sizes ensured that differentiation of instruction could occur because weak areas could be quickly identified allowing the teacher to intervene and adjust individually or in groups to ensure that gaps didn't occur with learning content.
Bridges Math Intervention materials were purchased for K-5 T2 and T3 classes.	$	These materials were purchased with Title funds and proved to assist the grade levels to improve instructional outcomes. The materials assisted teachers will providing support to students who were performing in the below and approaching areas. Improvement in Universal Screener scores proved the effectiveness of this resource in addition to the improved Success Rate at these grade levels.