

LEA Plan History Log

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
7/23/2026 10:33:56 AM	Dominique Davis	Status changed to 'Revision Started'.	S

Overview

Decatur County Schools (200) 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](#)

Cover Page	
Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1	
Cover Page	
* District Name	Decatur County School System
* Director of Schools Name	Mrs. Melinda Thompson
* District Planning Lead Name	Dr. Amanda Creasy
* District Planning Lead Email	amanda.creasy@decaturschools.org
* District TISA Accountability Lead Name	Melinda Thompson
* District TISA Accountability Lead Email	melinda.thompson@decaturschools.org
Resources	Click here to open the guide.

Prepare and Reflect to Plan	
Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1	
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.
	Mrs. Melinda Thompson Decatur County Director of Schools Mr. Hugh Smith HR / High School Supervisor of Instruction / Safety Dr. Amanda Creasy Grants / Extended Learning / Communications / TN Compass Conf. Mrs. Michelle McElrath Special Ed Supervisor Mrs. Amanda Keeton CTE Supervisor / Riversid High School Ms. Dana Savage Federal Programs Dr. Scott King Attendance / TEDS Mr. Brian Morgan Technology Coordinator Ms. Vonda Brigance Chief Finance Officer Mrs. Jessica Swafford Decatur County Board of Education, Administrative Assistant Mr. Alex Whitwell Riverside High School, Assistant Principal Ms. Kodi Beck Decatur County Middle School, Principal Mrs. Gina Pratt Decatur County Middle School, Assistant Principal

Mrs. Christee Pettigrew Decaturville Elementary School, Principal Mrs. Lisa Renfroe Parsons Elementary School, Principal Mrs. Robbie Robertson Teacher Ms. Jill Farlow Teacher Mrs. Jessica Brockman Teacher Mrs. Michelle Haggard Paraprofessional Mrs. Deoundria Sanders Paraprofessional Dr. Tammie Patterson Stakeholder- UTM, Parsons, Director of Education, Assoc. Professor Mr. Mike Creasy Stakeholder- Decatur County Mayor Mr. Kent Whitwell Stakeholder- Decatur County Board of Education, Chairman Ms. Courtney Graves Parent Mrs. Jessi McCormick Parent Mrs. Jenny Smith Parent	
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. The Decatur County School System actively and consistently involves planning team members and other stakeholders in the development, implementation, and revision of the district plan throughout the full three-year planning cycle in accordance with ESSA Title I, Part A -1112(a)(5). Stakeholders include district and school administrators, teachers, instructional staff, parents and families, community members, and other local partners. Their input is gathered through planning meetings, leadership team meetings, family engagement opportunities, surveys, phone calls, emails, and ongoing communication platforms such as Rooms. During the development of the district plan, the planning team reviews student achievement data, program effectiveness data, and district needs to establish goals, strategies, and action steps. Recent meetings demonstrate this ongoing collaboration: on March 2 and 5, 2026, the central office planning team reviewed the current ELA plan and ELA data; on March 11, 2026, the team reviewed math data and discussed improvement planning; on March 16, 2026, college and career staff reviewed related goals and indicators; and on March 4, 2026, the broader district planning team, including parents and community members, reviewed the current plan and district data to determine needs and strategies. On August 27, 2026, the District SIP Team reviewed stakeholder feedback, relevant data, and current action steps to make necessary revisions to better align strategies and action steps with established goals. District SIP Team members also collaborated with the TDOE West Grand Region CORE Director to review and streamline action steps, ensuring greater focus, clarity, and alignment with district goals.	

During implementation, stakeholder engagement continues throughout the school year through a cycle of formative assessments in the fall, winter, and spring. Following each CASE assessment, district and school-level staff analyze grade-level and individual student data to identify strengths and areas for improvement. Parents are kept informed through progress-monitoring reports, notes, phone calls, parent-teacher conferences, and the Rooms platform. The district parent involvement team also meets at least twice each year to review student outcomes in relation to the district plan. During revision, the district uses assessment results, stakeholder feedback, and implementation data to determine whether changes are needed to better support student success. Each fall, the district reviews spring assessment data and holds a stakeholder meeting to evaluate progress and make any necessary revisions to the three-year plan. This process continues whenever new formative assessment data becomes available, ensuring that the district plan remains a living document rather than a one-time event. Ongoing Three-Year Timeline Planning Year (2025-2026): Review data, gather stakeholder input, hold planning meetings, and finalize the district plan. Year 1 (2026-2027): Fall, winter, and spring assessment cycles; ongoing parent communication; stakeholder review of progress; revisions as needed. Year 2 (2027-2028): Continued assessment cycles, data analysis, family and community feedback, and annual plan review. Year 3 (2028-2029): Continued monitoring, stakeholder involvement, annual review of outcomes, and revisions to prepare for the next planning cycle. <u>This structure ensures that stakeholder involvement is active, ongoing, and embedded in the district's continuous improvement process across all three years.</u>	
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 Decatur County School System is committed to providing a well-rounded education that develops the whole child academically, socially, emotionally, and physically. Over the next three years, the district will continue to expand opportunities that prepare students for college, career, and responsible citizenship through rigorous instruction, enrichment experiences, strong support systems, and access to high-quality instructional materials. The district's vision includes strengthening fine arts, STEM, career and technical education, student wellness, and early postsecondary opportunities so that all students can explore their	

interests and build the skills needed for future success.

Across all grade bands, students receive strong core instruction along with opportunities that go beyond core academics. In the elementary grades, students participate in fine arts, physical education, health, counseling services, technology integration, STEM experiences, early college and career awareness activities, and numerous programs provide hands-on learning opportunities. In middle school, students continue to access arts, health, technology, STEM, counseling supports, extracurricular activities, and career exploration experiences, including college and career lessons, career fairs, and visits to postsecondary institutions. In high school, students have access to fine arts programs such as band, Career and Technical Education pathways, work-based learning, and industry credentials, as well as early postsecondary opportunities supported by counseling services and partnerships such as the Ayers Foundation Trust.

To ensure equitable access over the next three years, the district will continue to strengthen support systems for all students, including students with disabilities and other applicable subgroups. Special education teachers and paraprofessionals provide accommodations, modifications, and supports to ensure students with disabilities can participate in the least restrictive environment and access both academic and enrichment opportunities. The district will also continue to use RTI structures to provide intervention and enrichment during the school day, expand access to hands-on STEM and career exploration experiences, and use Title IV, Part A funds to support students in alternative settings and to address behavioral and well-being needs, including those connected to adverse childhood experiences.

This work is supported through a combination of local, state, and federal funding sources, including local district funds, state education funds, IDEA funds for special education supports, CTE funds, ISM grant funds, the Ayers Foundation Trust, and Title IV, Part A funds, which support student enrichment, STEM opportunities, instructional technology, student well-being, and expanded access to a well-rounded education. Through these coordinated efforts, the district will continue to ensure that all students have access to meaningful courses, programs, and supports that align with its vision for a well-rounded education.

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.

The Decatur County School System is committed to providing safe, supportive, and healthy learning environments so that all students can reach their highest academic potential. Over the next three years, the district will continue strengthening school safety practices, expanding student support services, and promoting student wellness through coordinated district efforts and partnerships with community organizations.

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.

The Decatur County School System is committed to integrating technology effectively into instruction to enhance student learning, engagement, and college- and career-readiness. The district's vision for technology integration includes providing students with access to digital tools in technology-rich classrooms while ensuring that teachers receive ongoing professional development and support to use those tools effectively.

TSI, ATSI, and/or CSI School Supports

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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.

Parsons Elementary School (PES) was identified with a Targeted Support and Improvement (TSI) designation during the 2025-2026 school year based on the performance of the economically disadvantaged student subgroup. The Decatur County School System will work closely with school leadership and staff to provide targeted support designed to improve outcomes for identified student groups and close achievement gaps.

District and school leadership teams will collaborate to conduct a root cause analysis of student performance data in order to identify factors contributing to the achievement gap. Based on this analysis, the school will implement a focused improvement plan that includes evidence-based instructional strategies, targeted interventions, and ongoing progress monitoring aligned with district goals and state accountability expectations.

To strengthen instruction, the district will ensure that High-Quality Math Instruction (HQMI) and effective literacy practices are implemented consistently throughout math and English language arts classrooms. The district will provide professional development for both administrators and teachers to support high-quality instructional practices and improve student outcomes. Instructional leaders will also monitor collaborative planning meetings and provide feedback on lesson planning and instructional strategies.

The district will support PES through a continuous improvement process that includes weekly collaborative team meetings, regular data analysis, and ongoing monitoring of student progress. Teachers will review assessment data to identify student needs, adjust instruction, and provide differentiated supports for students identified within the TSI subgroup. The district also hired an elementary-level supervisor to monitor and oversee operations.

Additional district support will include instructional coaching, targeted intervention resources, and technical assistance to ensure improvement strategies are implemented with fidelity. District administrators and instructional leaders will work directly with school staff to review student data, monitor implementation, and adjust supports as needed.

Because the Decatur County School System is a Title I district, federal funds will continue to support instruction, intervention services, and professional development for educators. These resources will help strengthen core instruction and provide additional academic support for students who need it most.

The district will also emphasize family and community engagement as part of the improvement process. Schools will increase communication with families through meetings, events, and ongoing communication platforms to encourage family involvement and provide resources that support student learning at home.

Through collaboration, targeted instructional support, and ongoing data review, the Decatur County School System will work to ensure that Parsons Elementary School successfully addresses its TSI designation and improves academic outcomes for all students.

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 Decatur County School System uses a data-driven process to equitably allocate fiscal, personnel, and programmatic resources to schools identified with federal designations, including Targeted Support and Improvement (TSI). Allocation decisions are guided by student performance data, subgroup achievement gaps, and identified school needs to ensure that schools receive the support necessary to improve student outcomes.

For Parsons Elementary School, which has been identified as a TSI school based on the performance of the economically disadvantaged student subgroup, the district will prioritize resources that directly support closing achievement gaps and strengthening core instruction. Low teacher-student ratios will be maintained in all K-4 classrooms, and personnel may be added as needed to support effective instruction and intervention.

The district will provide high-quality instructional materials (HQIM) and ensure collaborative planning opportunities among general education teachers, special education teachers, ESL interventionists, and instructional staff so that all educators are working together to support identified student groups. Teachers will also have dedicated time for collaboration and data review to monitor student progress and adjust instruction.

Professional development will be provided based on TEAM evaluation data and identified instructional needs, ensuring teachers receive targeted support to strengthen instructional practices. Instructional coaching, professional learning opportunities, and mentoring for new teachers will be provided to help educators effectively support federally identified student groups. New teachers will participate in an onboarding and mentoring process to ensure they are prepared to work with diverse learners and implement evidence-based instructional strategies.

The district will also utilize the RTI² (Response to Instruction and Intervention) framework to ensure students receive appropriate academic support through a tiered system of instruction and intervention. Schools with federal designations will receive additional support in implementing Tier II and Tier III interventions, progress monitoring, and data-based decision making to address the needs of identified student groups.

Fiscal resources from federal, state, and local funding sources, including Title I funds, will support instructional materials, intervention programs, and professional learning aligned with school improvement goals. The district will also work to streamline purchasing and approval processes to ensure schools can quickly access the resources needed to support instruction and student learning.

In addition, the district will continue to support family and community engagement efforts. Parents will receive regular updates regarding student progress and will be encouraged to participate in school events and activities that support learning at home.

Through strategic staffing, targeted professional development, collaborative planning, and ongoing monitoring, the Decatur County School System will ensure that schools with federal designations receive the equitable resources and support necessary to improve student achievement and close achievement gaps.

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).

District and school administrators will receive targeted instructional professional development to strengthen their ability to support teachers and improve instructional practices across the district. The Decatur County School System will also collaborate with the CORE office to implement Acceleration for All, using the Instructional Practice Guide (IPG) as a guiding framework for classroom instruction and observation.

District administrators, school leaders, and CORE consultants will conduct regular classroom walkthroughs using the state's Instructional Practice Guide to monitor instruction and ensure that lessons reflect effective, evidence-based strategies. Walkthrough observations will occur throughout the year and will be used to provide feedback to teachers and support continuous instructional improvement.

Data and feedback collected from these walkthroughs will help identify areas where additional support or resources may be needed, particularly in schools with federal designations. This information will guide decisions related to professional development, instructional materials, and staffing support.

The Federal Programs Director will also participate in walkthroughs and collaborative planning discussions to help ensure that federal resources are allocated equitably and strategically. Supplemental supports, including additional instructional staff, interventionists, instructional assistants, and instructional materials, may be funded through federal programs when appropriate to support student learning and improve outcomes for identified student groups.

Through ongoing monitoring, collaboration with CORE consultants, and targeted professional development, the district will ensure that instructional practices remain aligned with state expectations and that schools receive the support needed to strengthen teaching and learning.

Identify Priorities and Root Causes

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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.

* - Literacy (K-12): - Continue progress in K-2 foundational literacy skills - Improve student achievement in grades 3-8 ELA TCAP - Improve performance on High School ELA End-of-Course (EOC) assessments - Increase ACT English and Reading average subscores	* - Implementation of HQIM with fidelity - Ongoing professional learning for teachers and school leaders - Collaborative planning and instructional coaching with feedback - Data-driven instruction to guide teaching and learning - Targeted supports for students (RTI², high-dosage tutoring, and support for students with disabilities) - Inclusive instructional practices with acceleration for all students	* - Teachers need additional support implementing authentic and consistent strategies within ELA HQIM. - Students need more structured time and support for independent reading to build stamina, perseverance, and comprehension. - Previously used instructional materials (K-12 core and K-2 foundational skills) were not state-approved High-Quality Instructional Materials aligned to Tennessee standards.
* - Lower Chronic Absenteeism: Student Attendance - K - 12 - Targeting K, 11th, and 12th grades - SWD	* - Clear district attendance policies with consistent communication to families - Regular monitoring of attendance data to identify and support at-risk students - Early intervention and family engagement (calls, meetings, letters) to address attendance concerns - Student incentives to encourage improved attendance	* - Effectively implement strategies to improve student attendance and ensure adherence to the district attendance policy.
* - K-12 Math Achievement	* - No improvement identified.	* - No improvement identified.
* - Graduation Rate	* - No improvement identified.	* - No improvement identified.
* - College and Career Readiness	* - No improvement identified.	* - No improvement identified.

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
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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	* By spring of 2027, Decatur County Schools will increase the percentage of students meeting or exceeding third-grade ELA expectations on the TCAP Assessment: - from 51.1% to 55% for all students - from 6.7% to 9.9% for SWD	* - 2026-27 3rd Grade ELA TCAP Achievement - 3rd Grade Benchmark Assessment(s) - Pathways
2027-28	* By spring of 2028, Decatur County Schools will increase the percentage of students meeting or exceeding third-grade ELA expectations on the TCAP Assessment: - from 55% to 58% for all students - from 9.9% to 13% for SWD	* - 2027-28 3rd Grade ELA TCAP Achievement - 3rd Grade Benchmark Assessment(s) - Pathways
2028-29	* By spring of 2029, Decatur County Schools will increase the percentage of students meeting or exceeding third-grade ELA expectations on the TCAP Assessment: - from 58% to 61% for all students - from 13% to 16.2% for SWD	* - 2028-29 3rd Grade ELA TCAP Achievement - 3rd Grade Benchmark Assessment(s) - Pathways

* 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	Benchmark Indicator	Estimated TISA Amount, if applicable	Other funding source and amount, if applicable
Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Methods for checking progress of implementation and improvement throughout the year.	Enter \$0 if not applicable.	

Improve the Effective Use of High-Quality Instructional Materials (HQIM) for ELA Providing teachers and paraprofessionals with instructional materials aligned with Tennessee's grade-level academic standards is essential to developing students into strong, proficient readers. The district utilizes Wit & Wisdom and Heggerty, which provide high-quality, standards-aligned instructional resources designed to support rigorous Tier I literacy instruction. However, the district must ensure that these materials are implemented consistently and with fidelity so that all students have equitable access to high-quality instruction. To strengthen implementation, the district will provide ongoing professional development for third-grade teachers focused on the effective use of the adopted curriculum. These learning opportunities will strengthen teachers' understanding of the curriculum, support effective lesson delivery, and reinforce instructional strategies that promote rigorous, grade-level learning experiences. District and school leadership will monitor the effective implementation of HQIM in ELA through multiple measures, including formal and informal classroom observations, Instructional Practice Guide (IPG) learning walks, and collaborative planning sessions focused on unit and lesson development. Instructional feedback from these monitoring activities will support teachers in refining instructional practices and ensuring alignment to grade-level standards. Through targeted professional learning, collaborative planning, and ongoing monitoring, the district will ensure that High-Quality Instructional Materials are implemented effectively to support improved reading outcomes and increase the number of students meeting grade-level expectations.	Monitoring and Evidence of Effective HQIM Implementation (ELA) - Formal TEAM observations will be conducted by district staff to monitor instructional practices, with a focus on the effective use of instructional materials and alignment to Tennessee academic standards by administrators. District leadership will analyze observation results and related district data to identify areas of strength and opportunities for instructional improvement. - District supervisors will conduct Instructional Practice Guide (IPG) walkthroughs at least once per quarter. Observation results should indicate that 100% of third-grade teachers are implementing High-Quality Instructional Materials (HQIM) with fidelity. - Formative assessment data collected in October, December, and March will be reviewed during district data chats and should indicate an increase in the percentage of students demonstrating mastery of grade-level reading standards.	\$ 28,000.00	Benchmark \$24000 Wit and Wisdom \$4000
		\$ 0.00	Federal Title I

Response to Instruction and Intervention (RTI²) The district will ensure that schools implement the Response to Instruction and Intervention (RTI²) framework with fidelity in order to close learning gaps and support Tier I instruction. Schools will provide high-dosage, low-student-to-teacher-ratio interventions using High-Quality Instructional Materials (HQIM) to support both remediation and enrichment for students, particularly in reading. Third-grade students will receive targeted support during the daily RTI intervention block, which is scheduled for 30-45 minutes. Schools will use multiple data sources to identify students in need of intervention. Students identified through screening and assessment data will receive targeted academic interventions and supplemental supports designed to improve achievement and address specific skill gaps. Intervention services will follow tiered time requirements based on each student's individual intervention plan. To ensure effective implementation, instructional-level progress monitoring will occur every two weeks, and grade-level progress monitoring will occur monthly. These data points will be used to adjust interventions, monitor student progress, and determine next instructional steps. The district will establish clear expectations for how students are prioritized for intervention services and will support schools in developing student-centered master schedules that protect intervention time and maximize instructional support. The district will also provide guidance on the selection and use of instructional resources to strengthen RTI² implementation. In addition, the district will support schools in providing parent engagement opportunities that promote literacy awareness and encourage family involvement in student learning. These efforts will help strengthen student achievement and reinforce the importance of reading development both in school and at home.	- Progress monitoring will be conducted quarterly and reviewed by the elementary instructional supervisor. Data should reflect a decrease in the number of students requiring Tier III and Tier II interventions. - Formative assessment data collected in October, December, and March should indicate an increase in the number of students meeting grade-level expectations. - District data chats held in October, December, and March will review student performance data and should demonstrate increases in grade-level achievement and/or student growth. - Universal Reading Screener (URS - AimsWeb) data collected in September, January, and May should show an increase in the percentage of students meeting grade-level benchmarks. - Fidelity checks will confirm that staff are implementing High-Quality Instructional Materials (HQIM) during intervention and maintaining appropriate instructional ratios. - Data reports from online intervention programs will be reviewed three times per year to ensure programs are implemented effectively and support student progress.
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High-Dosage, Low-Ratio Tutoring Classroom teachers and paraprofessionals will support Tier I instruction through high-dosage, low-ratio tutoring delivered in small-group sessions (1:3) for 30-45 minutes daily. These sessions will reinforce grade-level instruction using High-Quality Instructional Materials (HQIM) and focus on strengthening student understanding of grade-level standards. Tutoring will serve as a bridge between students' current levels of understanding and grade-level expectations by providing targeted support, remediation, and additional practice with essential skills and concepts. The district will communicate clear expectations regarding the purpose and implementation of tutoring, including how students will be prioritized for services. Schools will develop student-centered schedules that protect instructional time and ensure consistent delivery of tutoring sessions. Guidance will also be provided regarding the selection and use of instructional resources and materials, as well as the methods and frequency of progress monitoring used to measure student growth and inform instructional adjustments. Through these targeted supports, the district aims to accelerate student learning and increase the number of students meeting grade-level expectations.	Schools will develop student-centered schedules that protect instructional time and ensure consistent delivery of tutoring sessions. The district will also provide ongoing guidance on the selection and use of instructional resources, as well as the methods and frequency of progress monitoring to measure student growth and adjust instruction. - Progress monitoring data from the 3rd-grade Universal Reading Screener (URS - AimsWeb) will be reviewed every nine weeks by assigned teachers and building administration. - Quarterly classroom walkthrough observations will be conducted by building and district administration to monitor implementation and provide feedback. - Formative assessment data collected in October, December, and March should indicate an increase in the percentage of students meeting grade-level expectations. - District data chats held in October, January, and March will utilize the Formative Assessment Data Chat Template to review progress and should indicate an increase in the number of students meeting grade-level expectations and/or demonstrating growth from their TVAAS projections. - URS (AimsWeb) results collected in September, January, and May should show an increase in the percentage of students meeting grade-level benchmarks.	\$0.00 Local, Federal Title I Funds, State Grant Funds \$78,000, Summer Learning Carryover \$22,000
Acceleration for All Special education teachers will provide push-in to general education services daily. They will also collaborate with general education teachers and district leaders weekly in the classroom to support Tier I instruction. This model allows students with disabilities to receive targeted support within the general education setting, ensuring access to grade-level content while strengthening inclusive instructional practices. Training and guidance from Southwest CORE and district administration will support teachers in effectively implementing this collaborative model and ensuring consistency across schools.	- Progress monitoring data from the 3rd-grade Universal Reading Screener (URS - AimsWeb) will be reviewed every nine weeks by assigned teachers and building administration. - Formative assessment data collected in October, December, and March should indicate an increase in the percentage of students meeting grade-level expectations. - District data chats held in October, January, and March will disaggregate formative assessment data to review progress and indicate an increase in the number of students meeting grade-level expectations and/or demonstrating growth from their TVAAS projections.	\$0.00

Goal 2		
Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1		
Goal 2	By spring of 2029, Decatur County Schools will increase the percentage of students who are meeting or exceeding ELA expectations on the TCAP Assessment and EOC scores to be: Systemwide - from 43.6% to 55.0% for all students - from 5.7% to 12.0% for all SWD (Students with Disabilities) - from 32.2% to 40.0% for all ED (Economically Disadvantaged) Grades 3 - 4 - from 50.3% to 62.0% for all students - from 10.5% to 15.5% for all SWD - from 42.0% to 52.0% for all ED Grades 5 - 8 - from 38.5% to 50.0% for all students - from 4.4.% to 10.0% for all SWD - from 28.6.% to 45.0% for all ED HS EOC - from 47.0% to 60.0% for all students - from 3.2% to 10.0% for all SWD - from 30.0% to 45.0% for all ED 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	* By spring of 2027, Decatur County Schools will increase the percentage of students meeting or exceeding third-grade ELA expectations on the TCAP Assessment: Systemwide - from 43.6% to 47.4% for all students - from 5.7% to 7.8% for all SWD - from 32.2% to 34.8% for all ED Grades 3 - 4 - from 50.3% to 54.2% for all students - from 10.5% to 12.2% for all SWD - from 42.0% to 45.3% for all ED Grades 5 - 8 - from 38.5% to 42.3% for all students - from 4.4% to 6.3% for all SWD - from 28.6% to 34.1% for all ED HS EOC - from 47.0% to 51.3% for all students - from 3.2% to 5.5% for all SWD - from 30.0% to 35.0% for all ED	* - 2026-27 ELA TCAP Achievement - Benchmark Assessment(s) - Pathways
2027-28	* By spring of 2028, Decatur County Schools will increase the percentage of students meeting or exceeding third-grade ELA expectations on the TCAP Assessment: Systemwide - from 47.4% to 51.2% for all students - from 7.8% to 9.9% for all SWD - from 34.8% to 37.4% for all ED Grades 3 - 4 - from 54.2% to 58.1% for all students - from 12.2% to 13.8% for all SWD - from 45.3% to 48.7% for all ED Grades 5 - 8 - from 42.3% to 46.2% for all students - from 6.3% to 8.1% for all SWD - from 34.1% to 39.5% for all ED HS EOC - from 51.3% to 55.7% for all students - from 5.5% to 7.7% for all SWD - from 35.0% to 40.0% for all ED	* - 2027-28 ELA TCAP Achievement - Benchmark Assessment(s) - Pathways
2028-29	* By spring of 2029, Decatur County Schools will increase the percentage of students meeting or exceeding third-grade ELA expectations on the TCAP Assessment: Systemwide - from 51.2% to 55.0% for all students - from 9.9% to 12.0% for all SWD - from 37.4% to 40.0% for all ED Grades 3 - 4 - from 58.1% to 62.0% for all students - from 13.8% to 15.5% for all SWD - from 48.7% to 52.0% for all ED Grades 5 - 8 - from 46.2% to 50.0% for all students - from 8.1% to 10.0% for all SWD - from 39.5% to 45.0% for all ED HS EOC - from 55.7% to 60.0% for all students - from 7.7% to 10.0% for all SWD - from 40.0% to 45.0% for all ED	* - 2028-29 ELA TCAP Achievement - Benchmark Assessment(s) - Pathways

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description	Benchmark Indicator	Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable \$0 if not applicable.	Other funding source and amount, if applicable
Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.				

Improve the Effective Use of High-Quality Instructional Materials (HQIM) for ELA: Providing teachers and paraprofessionals with instructional materials aligned to Tennessee grade-level academic standards is essential for developing strong readers in Decatur County Schools. While the district's adopted curricula provide instructionally sound resources, the district must ensure that teachers consistently implement these materials with fidelity so that all students have equitable access to high-quality Tier I instruction. To support this work, the district will provide ongoing professional development beginning in July 2026, October 2026, and January 2027 to strengthen teachers' understanding and effective use of HQIM in daily instruction. District and school leaders will monitor implementation through formal and informal observations, IPG learning walks, and collaborative planning for units and lessons to ensure instructional materials are being used effectively to support student learning and literacy growth.	- Formal TEAM observations: District staff will conduct formal observations and analyze district data with a focus on the use of instructional materials and alignment to standards. - IPG walk-throughs: District supervisors will conduct monthly IPG walk-throughs, with results indicating 100% of third-grade teachers are utilizing HQIM. - Formative assessment data (Pathways): Data collected in October, December, and March will indicate an increase in the percentage of students mastering grade-level reading standards.	\$0.00
Response to Instruction and Intervention (RTI²): The district will ensure schools provide high-dosage, low-ratio, intentional interventions utilizing HQIM to close learning gaps and support Tier I reading instruction for third-grade students during the daily RTI intervention block (30-45 minutes). Schools will use multiple sources of data, including TN-URS (K-8), to identify students in need of intervention. Identified students will receive targeted academic interventions and supplemental support to improve achievement and address specific skill gaps. Schools will meet tiered intervention time requirements based on each student's intervention schedule. Progress monitoring will occur every two weeks. The district will establish clear expectations for student prioritization, support schools in developing student-focused master schedules, and provide guidance on the effective use of RTI resources. Additionally, the district will support schools in offering parent engagement opportunities to increase literacy awareness and strengthen student achievement.	- Progress monitoring will be conducted bi-monthly and reviewed by the elementary instructional supervisor, with a goal of decreasing the number of students requiring Tier II and Tier III interventions. - Formative assessment data (October, December, March) and district data chats will indicate increases in grade-level achievement and student growth. - URS (AimsWeb) data collected in September, January, and May will show an increase in the percentage of students meeting grade-level benchmarks. - Fidelity checks done weekly by building administration will ensure staff are utilizing HQIM for intervention and maintaining appropriate instructional ratios.	\$350,000.00 Federal Title I

High-Dosage, Low-Ratio Tutoring Classroom teachers and paraprofessionals will support Tier I instruction through high-dosage, low-ratio tutoring delivered in small-group sessions (1:3) for 30-45 minutes daily. These sessions will reinforce grade-level instruction using High-Quality Instructional Materials (HQIM) and focus on strengthening student understanding of grade-level standards. Tutoring will serve as a bridge between students' current levels of understanding and grade-level expectations by providing targeted support, remediation, and additional practice with essential skills and concepts. The district will communicate clear expectations regarding the purpose and implementation of tutoring, including how students will be prioritized for services. Schools will develop student-centered schedules that protect instructional time and ensure consistent delivery of tutoring sessions. Guidance will also be provided regarding the selection and use of instructional resources and materials, as well as the methods and frequency of progress monitoring used to measure student growth and inform instructional adjustments. Through these targeted supports, the district aims to accelerate student learning and increase the number of students meeting grade-level expectations.	Schools will develop student-centered schedules that protect instructional time and ensure consistent delivery of tutoring sessions. The district will also provide ongoing guidance on the selection and use of instructional resources, as well as the methods and frequency of progress monitoring to measure student growth and adjust instruction. - Progress monitoring data from the 3rd-grade Universal Reading Screener (URS - AimsWeb) will be reviewed every nine weeks by assigned teachers and building administration. - Quarterly classroom walkthrough observations will be conducted by building and district administration to monitor implementation and provide feedback. - Formative assessment data collected in October, December, and March should indicate an increase in the percentage of students meeting grade-level expectations. - District data chats held in October, January, and March will utilize the Formative Assessment Data Chat Template to review progress and should indicate an increase in the number of students meeting grade-level expectations and/or demonstrating growth from their TVAAS projections. - URS (AimsWeb) results collected in September, January, and May should show an increase in the percentage of students meeting grade-level benchmarks.	\$0.00	Local, Federal Title I Funds, State Grant Funds \$78,000, Summer Learning Carryover \$22,000
Acceleration for All Special education teachers will provide daily push-in support within general education classrooms and collaborate regularly with general education teachers and district leaders to strengthen Tier I instruction. This approach ensures that students with disabilities receive targeted support while accessing grade-level content in the general education setting, promoting inclusive instructional practices. Training and guidance from Southwest CORE and district administration will support educators in effectively implementing this collaborative model and maintaining consistency across schools.	- Progress monitoring data from the Universal Reading Screener (URS - AimsWeb) looked at bi-monthly in grades K-3 by building administration. - Classroom formative and summative assessments will be reviewed weekly by teachers and building administration. - Formative assessment data collected in October, December, and March will indicate an increase in the percentage of students meeting grade-level expectations reviewed by the administration team. - Collaborative planning will include consideration of **all students-from special education to gifted-**to ensure instruction promotes rigor and higher-order thinking for every learner.	\$0.00	

Goal 3			
Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1			
Goal 3			
Chronic Absenteeism (Student Attendance)			
By the end of the 2029 school year, Decatur County Schools will have the following percentages or lower based on chronic absenteeism for:			
Systemwide			
- from 6.9% to 6.9% for all students			
Grades 3 - 4			
- from 5.9% to 5.5% for all students			
Grades 5 - 8			
- from 5.9% to 5.9% for all students			
9-12			
- from 7.3% to 7.0% for all students			
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	* By the end of the 2027 school year, Decatur County Schools will have the following percentages or lower based on chronic absenteeism for: Systemwide - from 6.9% to 6.9% for all students Grades 3 - 4 - from 6.75% to 6.3% for all students Grades 5 - 8 - from 5.9% to 5.9% for all students 9-12 - from 8.0% to 7.7% for all students	* Synergy Data	
2027-28	* By the end of the 2028 school year, Decatur County Schools will have the following percentages or lower based on chronic absenteeism for: Systemwide - from 6.9% to 6.9% for all students Grades 3 - 4 - from 6.3% to 5.9% for all students Grades 5 - 8 - from 5.9% to 5.9% for all students 9-12 - from 7.7% to 7.3% for all students	* Synergy Data	

2028-29	* By the end of the 2029 school year, Decatur County Schools will have the following percentages or lower based on chronic absenteeism for: Systemwide - from 6.9% to 6.9% for all students Grades 3 - 4 - from 5.9% to 5.5% for all students Grades 5 - 8 - from 5.9% to 5.9% for all students 9-12 - from 7.3% to 7.0% for all students	* Synergy Data
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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
The district will implement a consistent attendance monitoring system across all schools to identify students at risk of chronic absenteeism early. Schools will review attendance data regularly and intervene quickly when students begin to miss school.	- Weekly attendance reports will be reviewed by school administration and attendance teams. - Monthly attendance reviews will track students approaching 10% absenteeism. - District data reviews will indicate a decrease in the percentage of students classified as chronically absent compared to the previous year.	\$ 0.00	
Schools will increase communication with families regarding the importance of regular attendance through calls, letters, meetings, and community outreach. Schools will partner with families to address barriers impacting student attendance.	- Schools will maintain documentation of parent contacts and attendance conferences. - Monthly attendance data reviews by building administration will show a reduction in unexcused absences and chronic absenteeism rates. - Yearly surveys or feedback from families may indicate increased awareness of attendance expectations.	\$ 0.00	
Schools will implement attendance incentive programs that recognize students for consistent attendance and improved attendance throughout the school year.	- Monthly attendance recognition will be implemented at each school by the building administration. - Weekly school reports reviewed by Principals will show an increase in students meeting attendance goals. - District attendance data will reflect overall improvement in average daily attendance each year by district staff.	\$ 0.00	Local funds donated by stakeholders

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

  This goal not established.

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

 ☒ This goal not established.

Goal 6

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

 ☒ This goal not established.

LEA Plan Assurances	
Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1	
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.

LEA Plan Related Documents

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

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

TISA Overview
Decatur County Schools (200) 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 tneedu.funding@tn.gov. Completed reports should be submitted in ePlan by November 1, 2026.
Resources Click here to open the guide.

Goal 1

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

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)	46%	- TCAP/TNReady scores - used to calculate the percentage of mastery (Level 3 - Meets Expectations and Level 4 - Exceeds Expectations) across subject and grade levels. - Aims Web and Benchmark Curriculum - utilized for RTI and small groups - CASE - targets deficiencies in specific skills to increase the TCAP/TNReady scores to achieve Annual Outcome Targets.
Year 2: 2024-2025 school year (Use previous outcome)	35.1%	- TCAP/TNReady scores - used to calculate the percentage of mastery (Level 3 - Meets Expectations and Level 4 - Exceeds Expectations) across subject and grade levels. - Aims Web and Benchmark Curriculum - utilized for RTI and small groups - CASE - targets deficiencies in specific skills to increase the TCAP/TNReady scores to achieve Annual Outcome Targets.
Year 3: 2025-2026 school year (Use actual outcome)	51.1%	- TCAP/TNReady scores - used to calculate the percentage of mastery (Level 3 - Meets Expectations and Level 4 - Exceeds Expectations) across subject and grade levels. - Aims Web and Benchmark Curriculum - utilized for RTI and small groups - Pathways - targets deficiencies in specific skills to increase the TCAP/TNReady scores to achieve Annual Outcome Targets.

* 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?

Decatur County 3rd Grade Reading: 51.1% of students met or exceeded grade-level expectations, a significant increase, but we did not meet our goal of 58%. District and School Acceleration for All initiatives have led to gains in Reading Achievement. We will continue emphasizing Collaborative Planning, Inclusion Practices, IPG Learning Walks, Benchmark Intervention Curriculum, and focusing on Subgroups using TVAAS projections. We want to stay the course with the current structures and practices to continue building on our recent success in Reading Achievement.

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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.
We made an investment in Benchmark Intervention Curriculum.	\$ 26,000.00	The Benchmark Curriculum was implemented with fidelity. Elementary teachers and administrators participated in on-going collaboration with Supervisors and Southwest Core Office ELA Consultant.
Wit and Wisdom is our primary Reading Curriculum.	\$ 4,000.00	Wit and Wisdom was implemented with fidelity. Elementary teachers and administrators participated in regular collaboration with Supervisors and Southwest Core Office ELA Consultant.
3 Interventionists were assigned to Elementary Schools to provide Push-In support and small group instruction and tutoring.	\$ 225,000.00	All Inclusion classes utilized Interventionists, Paraprofessionals, and Lead Teachers to provide rigorous grade level instruction and scaffolding.

Goal 2		
Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1		
Goal Statement 2: Increase 2nd-11th Grade English/Language Arts Proficiency to 55.0% by 2029.		
District Goal 2		
Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Overall 2-10: 41.4% Grades K-2: 41.4% Met/Exceeded TNReady Expectations Grades 3-5: 42.1% Met/Exceeded TNReady Expectations Grades 6-8: 34.9% Met/Exceeded TNReady Expectations Grades 9-10: 40% Met/Exceeded EOC Expectations Spring ACT English: 19.04 Spring ACT Reading: 19.63	- TNReady/EOC - taken per state requirement for each year at grade levels 2-10 will be studied. - ACT - English and reading sections taken by 11th graders each year per state requirement will be studied.
Year 2: 2024-2025 school year (Use previous outcome)	Overall 2-10: 41.1% Grades K-2: 67.7% Met/Exceeded TNReady Expectations Grades 3-5: 37.07% Met/Exceeded TNReady Expectations Grades 6-8: 34.1% Met/Exceeded TNReady Expectations Grades 9-10: 53.5% Met/Exceeded EOC Expectations	- TNReady/EOC - taken per state requirement for each year at grade levels 2-10 will be studied. - ACT - English and reading sections taken by 11th graders each year per state requirement will be studied.
Year 3: 2025-2026 school year (Use actual outcome)	Overall 2-10: 43.6% Grades K-2: 67.7% Met/Exceeded TNReady Expectations Grades 3-5: 46.5% Met/Exceeded TNReady Expectations Grades 6-8: 37.9% Met/Exceeded TNReady Expectations Grades 9-10: 47.7% Met/Exceeded EOC Expectations	- TNReady/EOC - taken per state requirement for each year at grade levels 2-10 will be studied. - Aims Web and Benchmark Curriculum - utilized for RTI and small groups - Pathways - targets deficiencies in specific skills to increase the TCAP/TNReady scores to achieve Annual Outcome Targets. - ACT - English and reading sections taken by 11th graders each year per state requirement will be studied.
* 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?		

2025-26 district achievement data demonstrates continued progress in English/Language Arts:

Overall Grades 2-10: 43.6% proficient

Grades K-2: 67.7% Met/Exceeded TNReady Expectations

Grades 3-5: 46.5% Met/Exceeded TNReady Expectations

Grades 6-8: 37.9% Met/Exceeded TNReady Expectations

Grades 9-10: 47.7% Met/Exceeded TNReady Expectations

The district goal is to increase 2nd-11th grade English/Language Arts proficiency to 55.0% by 2029.

District- and school-level Acceleration for All initiatives have contributed to gains in Reading Achievement. Based on current data and recent progress, the district will stay the course with established structures and practices while continuing to refine implementation based on student need.

The district will maintain a strong emphasis on Collaborative Planning, effective Inclusion Practices, IPG Learning Walks, Benchmark Intervention Curriculum, and intentional support for student subgroups identified through achievement data and TVAAS projections. These practices will be used to strengthen Tier I instruction, provide targeted intervention and acceleration, and ensure instructional decisions are responsive to individual student needs.

Particular attention will be given to grade bands and student groups demonstrating the greatest opportunity for growth, while maintaining and strengthening successful practices in areas showing higher levels of achievement. Through consistent implementation, monitoring, and adjustment of these strategies, the district will continue building on recent Reading Achievement gains and progressing toward the 55.0% proficiency goal by 2029.

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.
Jane Ross ACT Prep Curriculum	\$ 4,000.00	All Juniors participated in Jane Ross Tutoring ACT Prep during the 2025-2026 school year.
Benchmark Intervention Curriculum	\$ 26,000.00	The Benchmark Curriculum was implemented with fidelity. Elementary teachers and administrators participated in on-going collaboration with Supervisors and Southwest Core Office ELA Consultant.
Wit and Wisdom is our primary Reading Curriculum	\$ 4,000.00	Wit and Wisdom was implemented with fidelity. Elementary teachers and administrators participated in regular collaboration with Supervisors and Southwest Core Office ELA Consultant.
3 Interventionists were assigned to Elementary Schools to provide Push-In support and small group instruction and tutoring.	\$ 225,000.00	All Inclusion classes utilized Interventionists, Paraprofessionals, and Lead Teachers to provide rigorous grade level instruction and scaffolding.

Goal 3

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

☒ This goal not established.

Goal Statement 3:

Chronic Absenteeism (Student Attendance)

Decrease Chronic Absenteeism to 6.9% systemwide by 2029.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	20.4%	Synergy Data
Year 2: 2024-2025 school year (Use previous outcome)	15.3%	Synergy Data
Year 3: 2025-2026 school year (Use actual outcome)	6.9%	Synergy Data

* 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?

Decatur County Schools has demonstrated significant improvement in chronic absenteeism over the past three years:

2023-24: 20.4%

2024-25: 15.3%

2025-26: 6.9%

The district's 2025-26 chronic absenteeism rate of 6.9% exceeded the target established by Decatur County Schools and represents substantial progress in improving student attendance.

While the district views this reduction as a significant success, our focus now shifts to sustaining this progress over time. We want to ensure the 2025-26 rate represents the beginning of a consistent downward trend rather than a one-time occurrence or statistical outlier.

Decatur County Schools will continue current attendance initiatives, early identification of attendance concerns, family communication and engagement, and targeted supports for students at risk of chronic absenteeism. Attendance data will be monitored regularly at both the district and school levels to identify emerging trends and respond quickly when concerns arise.

The district will stay the course with practices that have contributed to recent success while continuing to evaluate and refine efforts based on student and school-level data. Our goal is not simply to achieve a low chronic absenteeism rate for one year, but to establish and maintain a culture of consistent attendance across Decatur County Schools.

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.
	\$	

Goal 4

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal Statement 4:

College and Career Readiness

NOT APPLICABLE

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)		
Year 2: 2024-2025 school year (Use previous outcome)		
Year 3: 2025-2026 school year (Use actual outcome)		

* 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?

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.
	\$	

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

 ☒ This goal not established.

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

 ☒ This goal not established.

Public Comment and Board Approval

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

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.

TISA Accountability Report Reflection Plan Related Documents

Decatur County Schools (200) Public District - FY 2027 - LEA Plan - Rev 1

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