

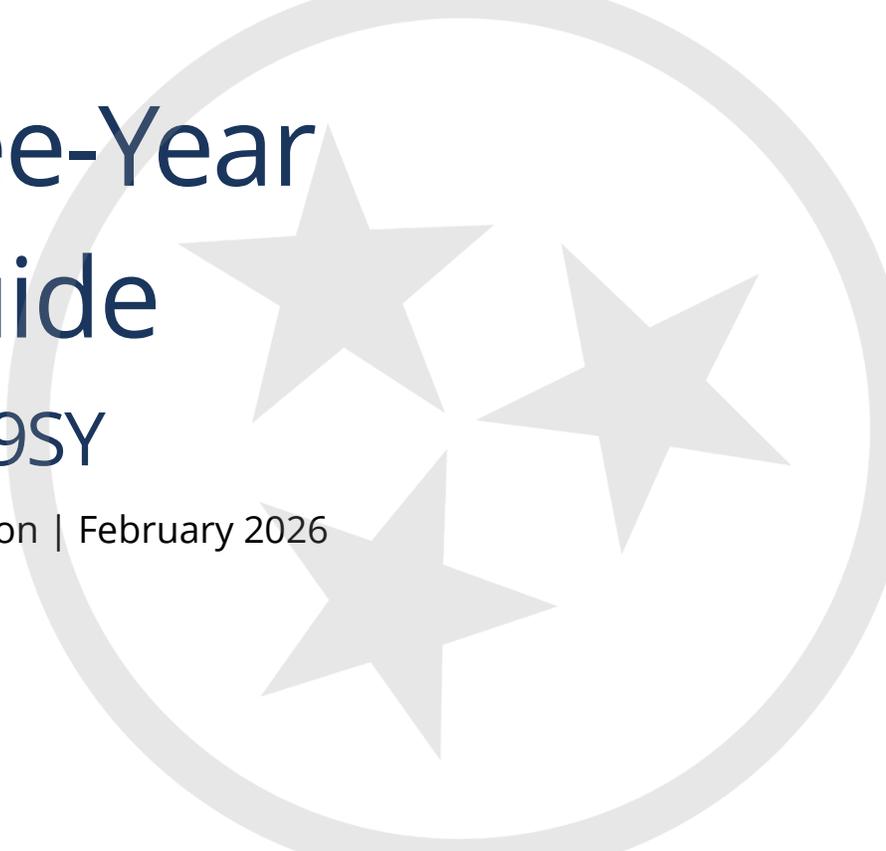


Department of
Education

District Three-Year Planning Guide

2026-27 to 2028-29SY

Tennessee Department of Education | February 2026



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Introduction

Pursuant to Tenn. Code Ann. § 49-1-613, district and school planning submission and approvals will transition from annually to once every three years. The transition of the district and school planning process to full approval every three years, pursuant to Public Chapter 1005 of the 113th General Assembly, 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 by the 2028-29SY. Periodic reflection during the 2026-27 through 2028-29 school years will be critical to ensuring forward momentum toward the intended implementation work and intended student performance outcomes.

In addition to shifting the process to longer-range planning, the department will begin to streamline and integrate components of the TISA Accountability Report, pursuant to Tenn. Code Ann. § 49-3-112 and Tenn. Code Ann. § 49-3-114, within the district planning process. These are natural connections between the planning process and the TISA Accountability Report that lends itself to integration and therefore an overall reduction in the workload of district leaders. The department appreciates the feedback from district leaders, especially the Financial Reporting Superintendent Engagement Group and Superintendent Study Councils, for their thoughtful feedback in making this integration most manageable.

The transition to a three-year plan and the integration of the TISA Accountability will require districts to develop a new plan focused on three-year goals, long-term strategies, and connected funding sources. These changes do not alter the purpose of planning but rather enhance it. The district's plan should clearly communicate:

- what student performance areas the district will work to improve,
- how the district intends to work to improve it,
- how the district will measure improvement, and
- how TISA is supporting the improvement efforts.

The district planning window will open February 2 and close on March 31, 2026. This timeline has been established to ensure a strong district plan can be developed that 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.

The planning process, with the integration of the TISA Accountability Report, will be completed in the Data and Information section of ePlan.

Planning Cycle, Purpose, and Timeline

Planning Cycle

Develop the Three-Year Plan

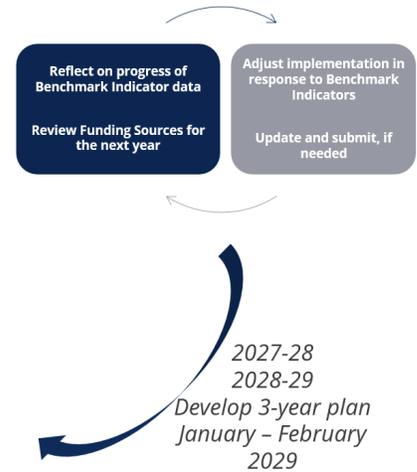
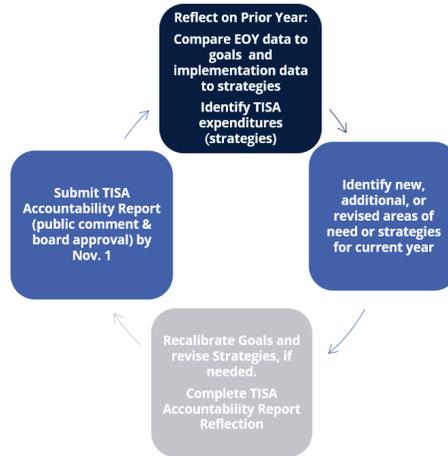
February – March 2026



Reflect and Update Throughout Each Year

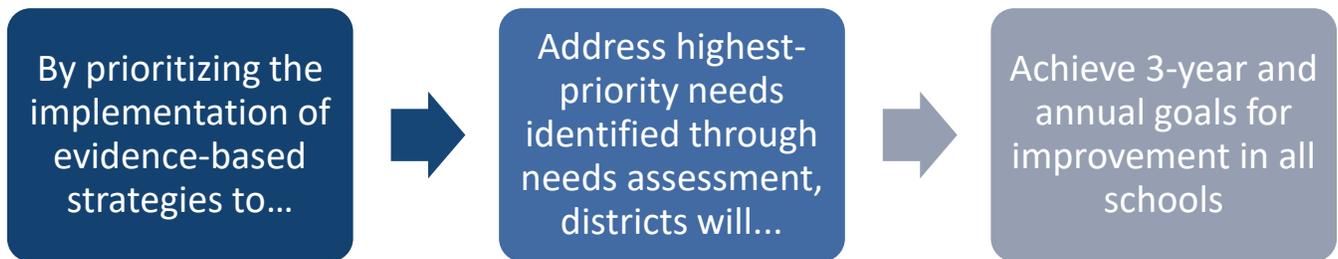
December 2026 – January 2027

July – October 2026



Purpose of District Planning with TISA Accountability Report

Planning supports a district in creating, communicating, and implementing a coherent theory of action for improving student performance in all its schools over the **next three years**.



A strong, clearly articulated district plan should define:

- What student performance does the district want to improve?
- How does the district intend to improve it?
- How will the district know it has improved?
- **How is TISA supporting the improvement efforts?**

Timeline

Planning Key Event	Date
District plans open	February 2, 2026
District Turnaround plans open	February 2, 2026
District plans due to TDOE	March 31, 2026
District Turnaround plans due	April 1, 2026
TDOE deadline to approve district plans	April 30, 2026
Consolidated Funding Application (CFA) due	May 1, 2026
TDOE deadline to approve District Turnaround plans	May 1, 2026
School plans open	June 1, 2026
TDOE deadline to approve Consolidated Funding Applications (CFA)	July 1, 2026
School plans with a federal designation due to the district	August 14, 2026
TISA Accountability Report reflection (required)	August – October
Update and revise district plan, as needed, based on most recent data	Report due Nov. 1
District teams must approve all school plans with a federal designation	September 15, 2026
School plans without a federal designation due to the district	September 15, 2026
District teams must approve all school plans without a Federal Designation	October 15, 2026
Progress check plan based on benchmark indicators	January 2027
Update funding sources for the upcoming year	

Planning Components

Overview

The *Overview page* provides details of the overall District Plan, requirements, resources, reminders, and alignment to the TISA Accountability Report.

Cover Page

The **Cover Page** requires entry of general organization information: District Name, Director of Schools Name, and name, email and phone contact information for District Planning Lead and District TISA Accountability Lead.

Cover Page

* District Name

* Director of Schools Name

* District Planning Lead Name

* District Planning Lead Email

* District TISA Accountability Lead Name

* District TISA Accountability Lead Email

Prepare and Reflect to Plan

The **Prepare and Reflect to Plan** section was designed to help districts show how federal requirements around stakeholder involvement and program-specific needs assessments are met. Elementary and Secondary Education Act (ESEA) funding is tied closely to this section, and districts are expected to describe the connection between the district plan and funding within the Consolidated Funding Application (CFA).

The **Prepare and Reflect to Plan** section contains important information to be considered before the district plan is crafted to ensure that the needs of all students, educators, special populations, and families are considered and represented throughout the plan. Ensuring the appropriate district staff and stakeholders are involved in completing the district plan is imperative. Collaboration amongst those with insights into the strengths, challenges, and needs of the covered areas will allow districts to develop meaningful and robust responses, resulting in a stronger and more comprehensive plan.

Questions and their associated ESEA funding included within **Prepare and Reflect to Plan** include:

- Identify Team, Title I, Part A §1112(a)(1)(A)
- Stakeholder Involvement, Title I, Part A §1112(a)(5).
- Well-rounded Education, Title IV, Part A §4106(d)(1)(A)
- Safe, Supportive, and Healthy Environments, Title IV, Part A §4106(d)(1)(B)
- Integration and Effective Use of Technology in the Classroom, Title IV, Part A §4106(d)(1)(C)

For additional support or information related to **Prepare and Reflect to Plan** reach out to Brinn.Obermiller@tn.gov.

TSI, ATSI, and/or CSI School Supports

The **TSI, ATSI, and/or CSI School Supports** section is specific to districts with at least one TSI, ATSI, and/or CSI school. Districts must provide descriptions for how they will support federally designated schools, how they will utilize equitable resource allocation, and monitor the selection and implementation of strategies to ensure equitable allocation of resources in schools with a federal designation.

The screenshot shows a form titled "TSI, ATSI, and/or CSI School Supports". At the top, there is a checkbox labeled "N/A Check if the district does not have at least one TSI, ATSI, and/or CSI school." Below this, there are three text input fields, each with a "Check Spelling" button and a character count indicator (0 of 8000 characters). The first field is labeled "Describe how the district will support schools with a federal designation (TSI/ATSI/CSI) for the 2026-2027." The second field is labeled "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 third field is labeled "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)."

For additional support or information related to **TSI, ATSI, and/or CSI School Supports** reach out to your district's [School Turnaround](#) point of contact, located under Office of Programs, or Penny.Tubbs@tn.gov.

Identify Priorities and Root Causes

Using the provided comprehensive data file in the district's *Planning* folder in TNShare (TNShare > *District Name* > Planning), 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. Analysis of data to identify areas for improvement must include but is not limited to ELA, math, college career readiness and/or ACT/SAT, graduation rate, and student attendance.

Identified areas of priority 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 the broad areas in need of 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.

To identify *Priority areas including content/focus areas, grade bands, subgroups, etc.*, district planners must:

1. Use a robust set of K-12 data that includes but is not limited to ELA, math, college career readiness and/or ACT/SAT, graduation rate, and student attendance to identify strengths and challenges.
2. Identify broad areas for improvement (i.e. all students K-12 math) that will be the entire district's focus for the next three years and very specific areas that may need additional attention (i.e. ED).
3. District planners will list these in the *Identify Priorities and Root Causes* section and use this information for writing goals.
4. Areas of required data review that are not identified for improvement must be clearly stated.

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.

<p>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.</p>	<p>Prior strategies that have supported improvements.</p>	<p>Root cause for slow or limited gains in the priority area.</p>
<p>*</p>	<p>*</p>	<p>*</p>

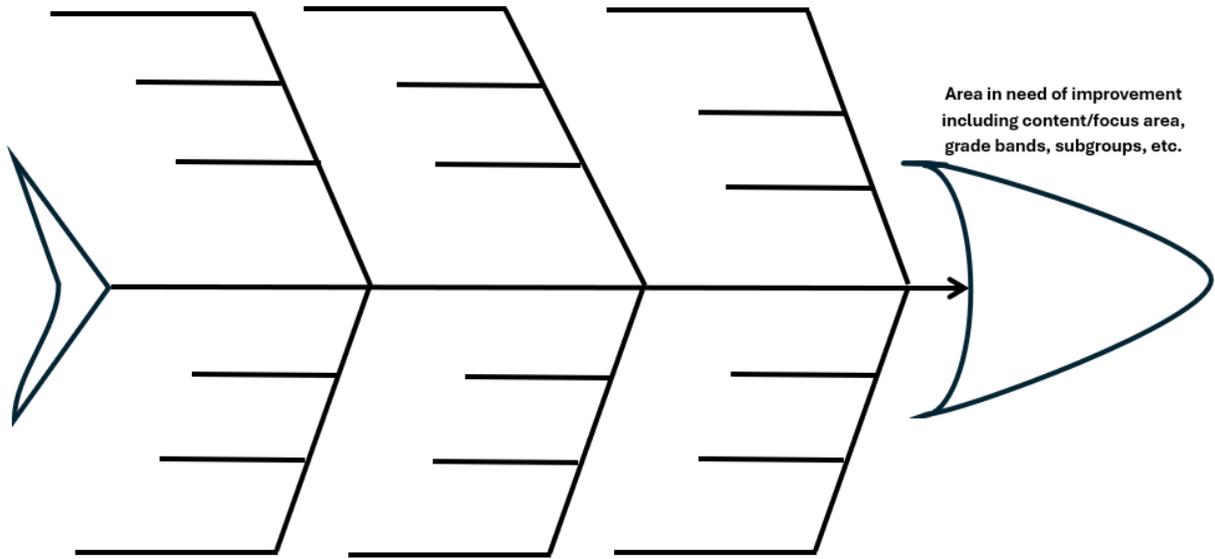
To identify *Priority strategies that have supported improvement*, district planners must reflect on the strengths that existed within each *Priority Areas for Improvement* and determine strategies that supported the improvements they experienced. Strategies should be grounded in qualitative or quantitative evidence. Identified strategies should be included in the *Identify Priorities and Root Causes* section and referenced when developing the district's theory of action for each goal.

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.

<p>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.</p>	<p>Prior strategies that have supported improvements.</p>	<p>Root cause for slow or limited gains in the priority area.</p>
<p>*</p>	<p>*</p>	<p>*</p>

Identification of *Root Cause(s) for slow or limited gains in the priority area* provides district planners an opportunity to address problems that exist for current strategies or the knowledge that new/additional strategies are needed to gain the momentum needed to reach the desired outcome(s). Though multiple methods exist for identifying root causes, the department suggests district planners engage in a Fishbone Diagram for each priority area for improvement.

To conduct a root cause analysis using a Fishbone Diagram:



Step 1: Drawing a fishbone diagram on chart paper.

Step 2: Insert the area of need, including the grade bands and subgroups, at the head of the fish (e.g., "Increase the K-12 ELA proficiency -All, SWD, EL, ED").

Step 3: Brainstorm possible causes or contributing factors for the area of need that are limiting or slowing progress. Write each on a sticky note. Make sure the causes you're posing are grounded in evidence from your knowledge of the system and how your stakeholders experience the system AND are within the district's control.

Step 4: Organize the causes into major categories of contributing factors. Label the end of each bone with the categories to create headers.

Step 5: List the brainstormed ideas from Step 2 under each appropriate header.

Step 6: Review the diagram to determine which are most likely impacting performance for the area of need. Highlight those to be addressed as part of the district's theory of action (strategy) work.

Identified root causes should be included in the Identify Priorities and Root Causes section and referenced when determining strategies that support the district's theory of action for each goal.

<p>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.</p>		
<p>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.</p>	<p>Prior strategies that have supported improvements.</p>	<p>Root cause for slow or limited gains in the priority area.</p>
<p>* [Empty box for Priority Areas for Improvement]</p>	<p>* [Empty box for Prior strategies that have supported improvements]</p>	<p>* [Empty box for Root cause for slow or limited gains in the priority area]</p>

Individual Goals

Using the areas for improvement identified through the needs assessment districts will establish their goals for the next three years to be met by 2028-29. Additionally, each district will restate their existing 70% grade 3 ELA goal, as required by the TISA Accountability Report, and reset the target to increase proficiency by 15% of the gap to 70% in the next three years. For each goal, district planners must establish a theory of action, the logically connected work for which the district has a strong degree of belief will ensure goal outcomes will be reached, and determine associated funding sources, if applicable.

Goals and associated components established in the district plan will also serve as the goals and associated sections of the implementation year TISA Accountability Report. The reflection of the prior year portion of the TISA Accountability Report, including the TISA expenditures, is still required and will be available in August 2026.

A goal-setting tool to support district planners in thinking about goals and annual targets is available in the district's *Planning* folder in TNShare (TNShare > *District Name* > Planning).

Goal 1: Grade 3 ELA (Required)

Pursuant to Tenn. Code Ann. § 49-3-112 and Tenn. Code Ann. § 49-3-114, districts must set a goal to reach 70% proficiency and increase by 15% of the gap to 70% in three years. Districts have their 70% goal established in their current TISA Accountability Report and this goal should remain the same for the 2026-27 to 2028-29 District Plan. Due to the 2025-26 school year marking the last year of the first, three-year cycle of increasing proficiency by 15% of the gap to 70%, new targets must be established for the 2026-27, 2027-28, and 2028-29 school years.

Districts should use the following formula to determine their new 15% target to be reached by 2028-29:

Step 1: Determine the gap: $70\% - \text{expected 2026 Proficiency} = \text{Gap}$

Step 2: Determine amount of increase: $15\% * \text{Gap} = \text{Amount of Increase}$

Step 3: Expected proficiency by 2028-29:

$\text{Expected 2026 Proficiency} + \text{Amount of Increase} = \text{Proficiency by 2028-29}$

Step 4: Determine the annual targets for 2026-27 and 2027-28 to reach the calculated 2028-29 proficiency.

Step 5: In August 2026, recalibrate the 15% target based on received 2025-26 outcomes.

The *Data Source* should include the data file, year, and cohort the district will use to verify if they did or did not meet the stated annual target(s).

N/A The district does not serve grade 3 students therefore the grade 3 ELA goal does not apply.

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

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

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.*
2026-27	
2027-28	
2028-29	

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

All Other Goals

Areas for improvement, identified through the needs assessment, must be used to establish goals that are broad enough for districtwide focus over the next three years and include specific grade levels or subgroups that require additional attention.

For each goal, users will provide the three-year SMART goal that includes the student performance to be improved, how improvement will be measured (amount of improvement to be reached), and by when the goal will be met. Each goal will include *Annual Targets* to be reached that will lead to the 2028-29SY goal and the *Data Source*. The *Data Source* should include the data file, year, and cohort the district will use to verify if they did or did not meet the stated annual target(s).

Goal 2

0 of 8000 characters

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		Data Sources
Year	Annual Target	Data Sources
2026-27	<input type="text"/> <input type="button" value="Check Spelling"/> 0 of 8000 characters	<input type="text"/> <input type="button" value="Check Spelling"/> 0 of 8000 characters
2027-28	<input type="text"/> <input type="button" value="Check Spelling"/> 0 of 8000 characters	<input type="text"/> <input type="button" value="Check Spelling"/> 0 of 8000 characters
2028-29	<input type="text"/> <input type="button" value="Check Spelling"/> 0 of 8000 characters	<input type="text"/> <input type="button" value="Check Spelling"/> 0 of 8000 characters

Strategies for Each Goal

After identifying appropriate districtwide goals, district planners must develop the theory of action for reaching each goal. The theory of action is a set of logically connected work for which the district has a strong degree of confidence that if implemented well will ensure goal outcomes are reached.

If the district implements <insert logically connected work in which the district has a strong degree of confidence>,

then the district can meet its annual targets of <insert annual targets>

so that it will achieve its long-range goal of <insert 2028-29 goal>.

Theories of action should include current strategies that will be sustained and new strategies to be introduced in the coming year. District planners should ensure the identified root causes have been appropriately addressed so previously experienced growth limitations do not continue. Additionally, strategies identified as supporting improvements, as identified earlier in the process, should be considered for inclusion.

Strategy descriptions should clearly communicate what the strategy is, the work that is/will be happening to impact change and improvement and the areas of consistent, districtwide expectations for implementation.

Please use the *Add Row option to include as many strategies as needed to articulate the district's theory of action.*

Benchmark Indicators for Each Strategy

Each strategy should include benchmark indicators that allow for frequent progress checks on the state of implementation across the district and monitoring of whether the work is or is not leading to a desired and defined improvement. Benchmark indicators should be leading measures that can be captured frequently enough that they provide district leaders valuable insight that informs on-time, meaningful, and manageable decisions throughout the year.

Funding Sources for Each Strategy

The inclusion of TISA and/or other funding sources, as applicable, provides insight into the budgetary resources required to implement the strategy. Districts are required to include the estimated TISA budget implications when applicable for a strategy. The inclusion of other funding sources and amounts is at the discretion of the district.

Providing estimated TISA budget intentions ensures the team is thinking about necessary resource allocation, being transparent about how TISA funding is supporting the district's student performance improvement efforts, and providing an opportunity for reflection on whether strategies need acceleration, adaption, or abandonment based on the return on investment.

When determining when to connect TISA funding, consider the following:

- In reviewing the theory of action, which strategies have TISA budgetary implications? Consider the materials, resources, professional development, additional personnel, etc. that are needed and in direct support of the strategy.
- What is the estimated **annual** amount of TISA dollars needed for materials, resources, professional development, additional personnel, etc. that directly support the strategy implementation?
- Are there other funding sources the district would like to include to provide more insight into resources required for strategy implementation?

Based on the TISA supported strategies, district teams should work together to determine how to track those expenditures throughout the year to ensure more accurate end-of-year reporting and reflection as required by the TISA Accountability Report.

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. - Enter \$0 if not applicable.	Other funding source and amount, if applicable
<input type="text"/> <small>Check Spelling 0 of 8000 characters</small>	<input type="text"/> <small>Check Spelling 0 of 8000 characters</small>	<input type="text"/>	<input type="text"/> <small>Check Spelling 0 of 8000 characters</small>
<input type="text"/> <small>Check Spelling 0 of 8000 characters</small>	<input type="text"/> <small>Check Spelling 0 of 8000 characters</small>	<input type="text"/>	<input type="text"/> <small>Check Spelling 0 of 8000 characters</small>
<input type="text"/> <small>Check Spelling 0 of 8000 characters</small>	<input type="text"/> <small>Check Spelling 0 of 8000 characters</small>	<input type="text"/>	<input type="text"/> <small>Check Spelling 0 of 8000 characters</small>

Add Row

How the district intends to improve student performance in alignment with the goal and where the district expects implementation to be consistent.

How the district will track the ongoing progress of the state of implementation of individual strategies and whether each are leading to a desired and defined improvement.

How TISA is supporting the strategy.

How other funding sources are supporting the strategy, as needed and applicable.

Checklist

The department will review the District Plan to ensure it meets the minimum requirements for submission as noted in the District Planning Rubric.

If the data and information tool contains items that are marked as *Attention Needed*, the data and information tool will be returned to the user. The user must review the checklist for items that are marked *Attention Needed* and make the necessary changes to those items. Only the checked items in the areas marked *Attention Needed* need correction. Each section marked *Attention Needed* includes notes to explain items needing attention. The user should check for notes and additional comments. Once the user has made the necessary adjustments, the user resubmits the data and information tool for review.

ePlan

User Access

All users must have the correct ePlan user access role to access and complete the Data and Information tool. Users with existing ePlan access can verify current user access roles in the Address Book. To view existing access, visit [ePlan.tn.gov](https://eplan.tn.gov), navigate to the **Address Book** and **LEA Role**.

Existing ePlan users with the LEA Authorized Representative or LEA Plan Data Entry role were automatically assigned user access to work on the District Plan.

New ePlan users and existing ePlan users who need to request a User Access role must request the role using the [ePlan User Access Form for LEAs](#). The form can also be accessed by navigating to eplan.tn.gov > TDOE Resources > User Access Forms. User Access Forms and select the correct form according to organization type.

Accessing the District Plan

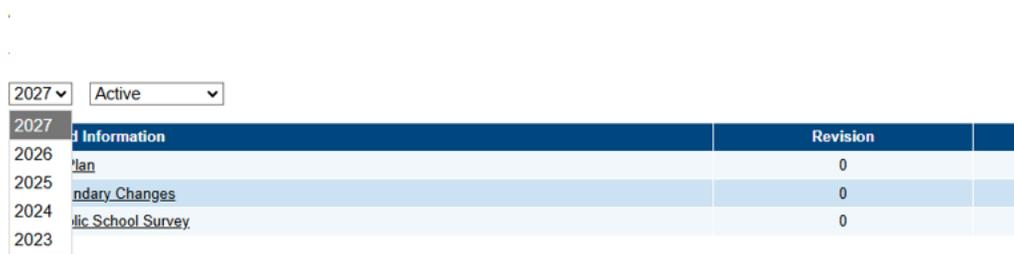
To navigate to the District Plan, click the **Data and Information** tab on the left menu bar.



ePlan Home
Search ▶
Reports
Inbox ▶
Planning ▶
Monitoring ▶
Funding ▶
Data and Information
Reimbursement
Requests ▶

Select the desired fiscal year from the dropdown in the upper left corner of the screen. Data and information tools are stored in ePlan according to the state fiscal year (i.e., 2022 indicates the 2021–22 school year). Click on the Data and Information tool name, **District Plan**, to access the tool.

Data and Information



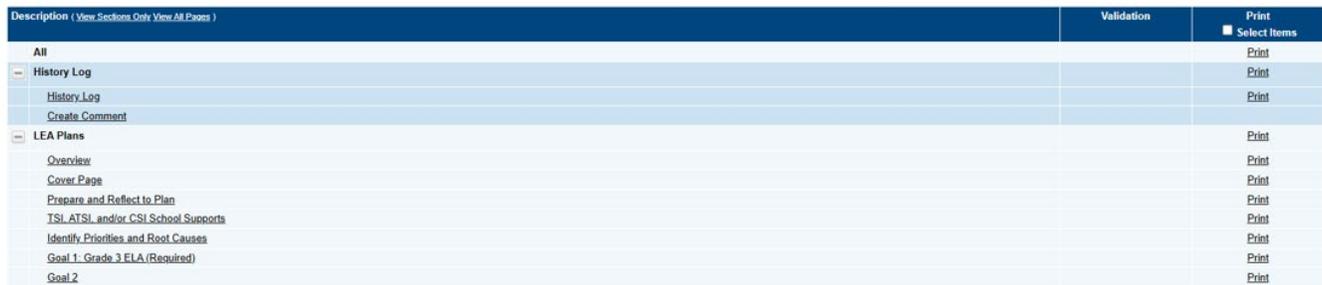
2027 ▼	Active ▼		
2027	Data and Information	Revision	
2026	District Plan	0	
2025	Boundary Changes	0	
2024	Public School Survey	0	
2023			

The tool loads to the Sections page. To begin the tool, next to **Change Status To:** click on **Draft Started**.

District Plan Sections

Status: Not Started
Change Status To: **Draft Started**

[View Change Log](#)



Description (View Sections Only View All Pages)	Validation	Print Select Items
All		Print
History Log		Print
History Log		Print
Create Comment		
LEA Plans		Print
Overview		Print
Cover Page		Print
Prepare and Reflect to Plan		Print
TSI, ATSI, and/or CSI School Supports		Print
Identify Priorities and Root Causes		Print
Goal 1: Grade 3 ELA (Required)		Print
Goal 2		Print

Saving Data and Information Pages

After working in a Data and Information Tool, users must click the “Save and Go To” button, then ensure that the page has finished saving before closing ePlan or leaving the page.

Users can tell that the page has not saved when the browser's spinning wheel or loading icon is still occurring. The screenshot below shows an example of a page that has not finished saving. Please make sure that the browser's loading icon is no longer spinning before closing the page



The best way to see if a change to the tool was saved after leaving the page is to review the *Change Log* which can be accessed from the Sections Page.

Data and Information Tool Sections and Pages

The **Sections** page lists all the available sections and pages within a data and information tool such as: **Change Log, History Log, Create Comment, Cover Page, Related Documents, and Checklist**. The **Sections** page is helpful in navigating to the specific sections and pages which must be completed.

District Plan Sections

Status: Not Started
 Change Status To: **Draft Started**

[View Change Log](#)

Description (View Sections Only View All Pages)	Validation	Print Select Items
All		Print
History Log		Print
History Log		Print
Create Comment		Print
LEA Plans		Print
Overview		Print
Cover Page		Print
Prepare and Reflect to Plan		Print
TSI, ATSI, and/or CSI School Supports		Print
Identify Priorities and Root Causes		Print
Goal 1: Grade 3 ELA (Required)		Print
Goal 2		Print
Goal 3		Print
Goal 4		Print
Goal 5		Print
Goal 6		Print
LEA Plan Related Documents		Print
All		Print

Change Log

The **Change Log** may be accessed on the main sections page for every data and information tool. It lists every change or update since the previous status. This helps users identify changes that have been made to the data and information tool since they last viewed it. More information about the **Change Log** is available in the [ePlan User Manual](#).

[View Change Log](#)

Description (View Sections Only View All Pages)
All
History Log
History Log
Create Comment
LEA Plans
Overview

History Log

The **History Log** contains a record of status changes and comments made on the data and information tool. ePlan users may want or need to create a comment in an ePlan funding data and information tool for one of the following reasons:

- To provide an explanation as a part of the data and information tool's history.
- To provide information that a user cannot add into the main data and information tool due to the data and information tool's current status (users can only edit data and information tools that are in a *Draft Started* or *Revision Started* status.)

ePlan creates a running record of all comments. Any comment created and saved in an ePlan data and information tool will always be available as a part of the data and information tool's history log.

Validations

ePlan runs data and information tool validations as checks to help users complete the data and information tool correctly. Users can view validation messages from the Sections page, by clicking "Messages" in the Validation column. Users can view all validation messages in the data and information tool, or validation messages for the individual section or page.

Application Status: **Draft Started**

Change Status To: [Draft Completed](#)

[View TDOE History Log](#)
[View Change Log](#)

Description (View Sections Only View All Pages)	Validation	Print Select Items
All	Messages	Print
<input type="checkbox"/> Consolidated Checklist		Print
Consolidated Checklist		Print
<input type="checkbox"/> Cover Page	Messages	Print
Cover Page	Messages	Print
<input type="checkbox"/> History Log		Print
History Log		Print
Create Comment		
<input type="checkbox"/> Allocations		Print

Validation Messages

Sample (###) Public District - FY 2023 - Consolidated - Rev 0

[Return To Sections Page](#)

Cover Page

Cover Page	Validation	Print
Review Questions marked with an asterisk (*) require a response.		Error

Title I, Part A

Budget	Validation	Print
Review The Title I, Part A budget of \$0.00 is less than the Adjusted Allocation amount of \$0.01.		Warning

On the Validation Messages page, items marked *Warning* are validations that users are not required to address prior to submitting the data and information tool. Examples of warnings are not uploading an optional related document or budgeting an entire allocation.

Items marked *Error* are incorrect, and users must address each one before submitting the data and information tool.

- If the user does not address all *Error* validations, ePlan will not allow a user to submit the data and information tool. Click on the *Review* link to go to the identified page to make corrections.

How to Print in ePlan

Users may print or download a PDF from the [Sections](#) page.

NOTE: Print requests do not include any uploaded related documents.

- To print certain pages of the report, check the **Print Select Items** box at the top of the print column. Select all checkboxes for the desired print request. Click the **Print Select Items** button that appears at the bottom of the screen. Users may rename their print job here. Click **Print**.
- The **Generating Document** screen appears. The system takes 20–30 seconds to generate small print documents. For larger files, expect an email from the ePlan system when the file is ready to download.
- After ePlan generates the print file, click **Return to Planning**.

Description (View Sections Only View All Pages)	Validation	Print <input checked="" type="checkbox"/> Select Items
All	Messages	<input type="checkbox"/>
+ Consolidated Checklist		<input type="checkbox"/>
+ Cover Page		<input type="checkbox"/>
+ History Log		<input type="checkbox"/>
+ Allocations		<input type="checkbox"/>
+ Contacts		<input type="checkbox"/>
- ESEA Requirements		<input checked="" type="checkbox"/>
ESEA Administration		<input checked="" type="checkbox"/>
ESEA Shared Related Documents		<input checked="" type="checkbox"/>

The PDF generated by ePlan appears at the top of the page under **TDOE Resources**. The PDF link remains in **TDOE Resources** for five (5) days. Users may use the ["Delete"](#) links to remove any print jobs.

TDOE Resources			
Below is your list of Print Requests.			
Print Request Name	Request Date	Expiration Date	
My LEA Contacts Page	4/23/2020 2:28:48 PM	4/28/2020 2:28:48 PM	Delete

Troubleshooting

The following are answers to common questions about ePlan application functionality.

User Access

If an ePlan user is not able to work in a data and information tool, it is usually due to one of these three reasons:

- The user is not using the Google Chrome browser. For best results: always use Google Chrome to access ePlan. ePlan does not have the same functionality in other browsers.
- The tool is not in the right work step or status. Users can only edit a data and information tool when it is in **Draft Started** or **Revision Started** status.
- The user does not have the right role to work on the data and information tool. When hovering the cursor over **Change Status To** options, a tooltip appears that indicates the roles with access to make the status change. This tooltip will list the names of individual users associated with each permitted role. Users can also access the address book to see which roles an ePlan user has.

ePlan's address book for each organization contains a list of every user that has an ePlan role.

- The LEA Role Contacts list all the roles. If the role is not listed in the address book, no one has been assigned to that role.
- User Access forms are in ePlan's TDOE Resources in the User Access Form folder.
 - Users do not need an ePlan role to access TDOE Resources.

See [ePlan User Access](#) for more information about the ePlan user roles.

Please reach out to your district's Grand Region Director for support in completing your three-year plan.

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