

Goal 1

Clinton City Schools (011) 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

2032

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	43.8% of students will score proficient on the 3rd grade ELA TCAP.	Stated year 3rd grade TCAP Test Data
Year 2: 2024-2025 school year (Use previous outcome)	49.6 of students will score proficient on the 3rd grade ELA TCAP.	Stated year 3rd grade TCAP Test Data
Year 3: 2025-2026 school year (Use actual outcome)	53.5% of students score proficient in 3rd grade ELA.	Stated year 3rd grade TCAP Test Data

* 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?

3rd graders exceeded the goal of 49.6% by reaching 53.5% proficiency in ELA. We will continue to work hard and focus in this area.

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.
Level Up Learning Program	\$ 85,000.00	The intervention data indicates that the Level Up Learning program is assisting in closing gaps. CCS had strong movement in RTI in 3rd grade moving from 71% to 87% of students in Tier 1 instruction and reducing Tier 3 students from 12% to 6%.

Really Great Reading for Interventions	\$ 17,518.60	We expanded Really Great Reading into additional tutoring groups and special education. Students who participated in this intervention showed good progress compared to other interventions.
High Quality Teachers (Level 3 or Above)	\$ 3,968,992.00	The significant number of maternity leaves (half of the 3rd grade teachers missed a semester of instruction) in our district impacted achievement. Finding a high-quality interim teacher for a semester was difficult and proved to be a challenge. This provides evidence that strong teachers matter.
Partner with NIET	\$ 24,548.71	The work with NIET continues to create common vocabulary, expectations, and collaboration across the district. The work strengthened feedback and increased the capacity of principals to be instructional leaders and teachers to develop student ownership of their learning.
Transitioning from Easy CBM to AIMSweb	\$ 1,417.00	AIMSweb continues to be an important data point for instructional programming for students. This has guided our RTI where we have seen great success.

Goal 2

Clinton City Schools (011) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

80% of students in K-2 will score proficient on iReady and 65% of students in grades 3-6 will score proficient in ELA TCAP by 2030.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	57% of students in K-2 scored proficient on iReady and 50.8% of students in grades 3-6 scored proficient on ELA TCAP.	Stated Year TCAP Test Data
Year 2: 2024-2025 school year (Use previous outcome)	78% of students in K-2 scored proficient on iReady and 56.9% of students in grades 3-6 scored proficient on ELA TCAP.	Stated Year TCAP Test Data
Year 3: 2025-2026 school year (Use actual outcome)	80% of students in grades K-2 scored proficient on iReady, and 52.6% of 3rd- 6th-grade students scored proficient on TCAP.	Stated Year TCAP Test Data

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

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

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

ELA will remain a priority for the 26-27 school year. While K-2 saw a 2% increase in proficiency, 3-6th grades saw a decrease of approximately 4%. CCS was affected by 13 maternity leaves, resulting in interruptions to high-quality instruction. CCS will continue to focus on foundational skills, planning, and high-quality interventions. CCS has plans to expand All Corp tutoring in grades K-5 to address learning gaps. PLCs will focus on strengthening Tier 1 instruction and increasing rigor. While we did see a slight dip in 3rd-6th grade ELA in 2026, the longitudinal data is more positive. CCS has steadily increased proficiency from 41.1% in 2021 to 52.6% in 2026.

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.

Level Up Learning Program	\$ 582,000.00	The intervention data indicates that the Level Up Learning program is assisting in closing gaps. CCS had strong movement in our RTI in all grades, moving from 68% in tier 1 in the fall to 84% in the spring of 2026, using AIMSweb data. In Tier 3, we moved from 17% in the fall of 2025 to 8% in the spring. In our All Corp Tutoring, 42% of students moved into proficiency.
Really Great Reading for Interventions	\$ 17,518.00	We expanded Really Great Reading into additional tutoring groups and special education. Students who participated in this intervention showed good progress compared to other interventions.
High Quality Teachers (Level 3 or Above)	\$ 3,968,992.00	The significant number of maternity leaves in our size district impacted achievement (13 maternity leaves representing approximately 9% of staff). Finding a high-quality interim teacher was difficult for a semester and proved to be a challenge. This provided evidence that strong teachers matter.
Partner with NIET	\$ 24,548.00	The work with NIET continues to create common vocabulary, expectations, and collaboration across the district. The work strengthened feedback and increased the capacity of principals to be instructional leaders and teachers to develop student ownership in their learning.
Transitioning from Easy CBM to AIMSweb	\$ 1,417.00	AIMSweb continues to be an important data point for instructional programming for students. This has guided our RTI where we have seen great success.
iPad and Chromebooks for all students	\$ 122,535.00	The data indicated that students who met the goal of 45 minutes of iReady personalized instruction showed great gains. 44% of CCS students met their stretch growth in iReady, which indicates that gaps are being closed at a higher rate. If we can increase the number of students who meet their individual stretch growth, we will see proficiency rise.

Goal 3

Clinton City Schools (011) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal Statement 3:

75% of students in grades K-2 will score proficient on iReady and 65% of students in grades 3-6 will score proficient in Math TCAP by 2030.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	50% of students in grades K-2 scored proficient on iReady and 52% of students in grades 3-6 scored proficient on Math TCAP.	Stated Year TCAP Test Data
Year 2: 2024-2025 school year (Use previous outcome)	69% of students in grades K-2 scored proficient on iReady and 57.9% of students in grades 3-6 scored proficient on Math TCAP.	Stated Year TCAP Test Data
Year 3: 2025-2026 school year (Use actual outcome)	70% of students in grades K-2 scored proficient on iReady, and 49.5% of students in grades 3-6 scored proficient on Math TCAP.	Stated Year TCAP Test 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?

Math will remain a priority for the 26-27 school year. While grades K-2 saw a 1% increase in proficiency, 3rd-6th grade experienced an approximate 8% decline from 2025. CCS was affected by 13 maternity leaves, resulting in interruptions to high-quality instruction. CCS will make math interventions a priority. We will implement a district-wide math fluency intervention. PLCs will focus on strengthening Tier 1 instruction and increasing rigor. While there was a dip in proficiency from 2025, the longitudinal data shows that CCS has been on a steady increase from 45% in 2021 to 49.5% in 2025 (with a high year of 57.9% in 2025).

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

Major TISA Investment	Expenditure Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.

Implement high-quality math materials.	\$ 100,000.00	Provided uninterrupted math time and implemented the HQIM materials in all grade levels; however, the lack of focus on fluency impacted our scores negatively. This will be a focus for the 2026-27 school year.
Increased the number of math intervention groups as part of Level Up Learning.	\$ 192,000.00	While we attempted to do this, the focus remained on ELA foundational literacy. Because our intervention time prioritizes ELA, the district will implement a 15 minute math intervention time as part of Tier 1 instruction in the 26-27 school year.
Transition from Easy CBM to AIMSweb	\$ 1,417.00	AIMSweb continues to be an important data point for instructional programming for students. This has guided our RTI where we have seen great success.
Partner with NIET	\$ 24,548.00	The work with NIET continues to create common vocabulary, expectations, and collaboration across the district. The work strengthened feedback and increased the capacity of principals to be instructional leaders and teachers to build student ownership of their learning.
Provide a Chromebook or iPad to every student to access iReady.	\$ 122,535.00	Students who met the goal of 45 minutes weekly showed great gains. 39% of students across the district met their stretch growth which indicates they are cutting into learning gaps and growing more than the typical student growth. If we can increase the number of students who make stretch growth, we will see proficiency rise.
High quality teachers (Level 3 and above)	\$ 3,968,992.00	The significant number of maternity leaves in our size district impacted achievement (13 maternity leaves representing approximately 9% of staff). Finding a high quality interim teacher was difficult for a semester and proved to be a challenge. This provided evidence that strong teachers matter.