Milan Special School District (272) Public District - FY 2027 - LEA Plan - Rev 1

Overview

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

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

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

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

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

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

Flowchart resource link

Guide resource link

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Cover Page

* District Name
Milan Special School District

* Director of Schools Name
Dr. Versie R. Hamlett

* District Planning Lead Name
Gregory Scott

* District Planning Lead Email
scottg@milanssd.org

* District TISA Accountability Lead Name
Jeri Lynn Gonzales

* District TISA Accountability Lead Email
gonzalesl@milanssd.org

Resources

Click here to open the guide.

Prepare and Reflect to Plan

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Identify Team

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

*

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

Dr. Versie Hamlett, Director of Schools
Dana Rainey, Supervisor of Instruction
Dr. Tameka Lewis, Supervisor of Instruction
Mistina Johnson, Supervisor of Special Projects
Lynn Gonzales, Supervisor of TISA Accountability
Kevin Ellison, Supervisor of Attendance
Craig Rogers, Supervisor of Technology
Emily Burleson, Instructional Technology Coach
Greg Scott, Supervisor of Federal Projects
Tammy Rushing, MES principal
Dr. Markeus Patterson, MMS principal
Dr. Jennifer Yates, MHS principal
Tracy Foster, MSSD CTE Director
Josh Sinquefield, parent
Kate Smith, CSH director
Vickie Dunaway, School Nutrition Supervisor
Kristy Rushing, MHS Educational Assistant
Raven Williamson, HR Supervisor
Leanne Green, Financial Director
Beth Glover, Dyslexia Specialist
Kathy Witherington, ESL teacher
Chad Ezell, parent
Carol Parkins, MSSD College Access
Deborah Doss, MSSD College and Career Counselor
Sara Azbell, parent
BW Beasley, Mayor/Grandparent

Jeff Morris, local realtor, retired educator
Kris Todd, MSSD Board Member

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.

During the planning phase of the three-year district plan, stakeholders were involved at various phases and integrals. School-level educators and district-level personnel identified target areas through data analysis and collaborative meetings. Additional stakeholders both from the parent and community sectors were given opportunities to review both data and the goals that resulted from that analysis and both ask questions and provide feedback throughout the process.

Throughout the implementation process over the next three years, benchmark data will be used each semester in order to create a narrative picture of both the successes and setbacks from the strategies used to improve those target areas. School- and district-level stakeholders within the district will provide updates based on the data and community and parent groups will be given up-to-date information based on those updates. These will take place at each school's annual Title I meetings and be provided through the district's website.

Revision(s) of the plan can clearly take place at any time along the way. However, an official review will be made annually in order to make necessary changes based on data from all sources both inside and outside the school district. In addition to the access on the website for everyone, key stakeholders will also receive email updates to both the data and plan, reviewing both implementation updates and any revisions.

School board members will be updated during their summer retreat on the status of the 3-year plan and the implementation successes and challenges along the way. All parents, community members, teachers, staff, and others can also receive a copy of the district plan from the MSSD office at any time, which will include both data and updated strategy shifts as well.

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.

Milan Special School District (MSSD) desires that all secondary students exit our district as Educated Leaders of Character. MSSD will continue to broaden the definition of educational excellence to include providing students with strong learning experiences in addition to providing a foundation in both literacy and math. We also include strong learning experiences in science, social studies, world languages, and the arts.

MSSD will continue to provide a diverse selection of activities that allow students the opportunity to experience not only academics but also athletics,

band/music, drama, art, critical thinking/creative thinking, foreign languages, and the integration of student learning through science, technology, engineering, and mathematics. Funding sources range from local fundraising to general purpose funding within each building for extracurricular activities. MSSD is a school-wide pooled funding district with any Title(s) I, II, III, IV, and V allocations and will continue to provide support from within those pooled funds. This will range from providing professional development opportunities for teachers, especially in areas that provide the arts, direct instruction for EL students, and staff that serve our students in the areas of mental health and personal growth.

At Milan Elementary School, every student will be able to enjoy related arts classes. The students will rotate daily between physical education, library activities, creative art, music, playroom activities, STEM based activities, and guidance classes where they use tools like Go noodle (a resource designed to create interest in exercise and fitness throughout the year) and Super noodle (a resource designed to support mental health),. Additionally, elementary students will be given an opportunity to participate in physical activities outside of school such as volley-kids, mini cheerleading camps, and a youth basketball program for boys and girls in grades K through 5 that will be led by high school student-athletes in order to encourage physical activity. Many of these after school activities will be offered either at no cost or minimal cost to ensure access for all.

Milan Middle School also provides students with related arts classes. These classes will include creative art, general and instrumental music, computer science, drama, physical education, career exploration, and STEM lab. In addition, 8th-grade students will have several course choices which will allow them to earn high school credit. Students in grades 6-8 will be allowed to join the band, which is a daily class. Athletics in our school district begin for students in middle school and all sports are open to grades 6-8, while 5th graders will be allowed to participate in certain education-based athletic experiences.

Milan Elementary and Milan Middle Schools have outdoor learning spaces for teachers and students that can continue to be utilized to engage students and connect the outdoors with their standards. Additional opportunities can be provided for local outside agencies to hold guest lectures for students in the outdoor classrooms.

Our theater programs have long been a proud highlight for both middle and high school students. Two full musicals are presented during each school year (usually to a sold-out crowd!) These are part of the school experience in the MSSD thanks in part to grants provided by MEGA, an endowment for growth in academics that exists locally.

Milan High School offers 13 programs of study (POS) from nine of the 16 National Career Clusters including: Agriculture; Advanced Manufacturing; Architecture & Construction; Business Management; Health Science; Law & Public Safety; and Transportation. Each spring the CTE Director/Academy Principal and High School Administration review and select the POS's to be offered the following school year. All of these programs will continue to be designed based on the identified needs in the local workforce, as identified by the local chamber of commerce and workforce development board. The partnership between Milan CTE and the workforce board has allowed the recent creation of a POS structure that will prepare students for new job opportunities in industrial maintenance and will continue to look for growing and emerging trends and markets to prepare our students for.

MSSD continues to expand accelerated learning programs and EPSO programs, such as dual enrollment classes and integrating multiple disciplines. Milan High School CTE recognizes the importance of every student earning at least 4 EPSOs and being a Ready Graduate upon graduation. Nine of the twelve programs of study offer dual enrollment or dual credit opportunities. All programs offer TDOE-recognized industry certifications. During the 24-25 school year, 395 students earned 678 industry certifications from the state's industry certification list. Efforts continue to be made to increase the number of dual enrollment courses and industry certifications offered at Milan High School for future school years and cohort cycles.

Special education and CTE students will continue to be involved in various work-based (WBL) opportunities throughout the school system and community. These WBL experiences prepare MSSD students for the workforce when they graduate from Milan High School.

In order to offer quality instruction, CTE teachers have utilized the district's instructional technology coach, funded through the general purpose budget. She regularly holds professional development sessions to assist teachers in better using technology with students both in their classroom and within the students' educational experience overall.

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.

All schools in MSSD have programs to provide safe, supportive, and healthy environments. Priority areas deal with student behavior and overall mental health.

For a school district consisting of 3 school campuses and approximately 2000 students, the staff available to address and assist with safety concerns has already been placed at a premium. There are guidance counselors, social workers, and registered nurses located in each of our school buildings. The presence of these employees on those campuses on a daily basis have helped foster a culture of safety. MSSD partners with West Tennessee Healthcare to provide a school health clinic, which is located at Milan Elementary School. The clinic and services offered are available to all students, teachers, and staff in the school district. The school health clinic has a full-time certified Nurse Practitioner and an office clerk available to assist students, teachers, and staff. Parents can take sick children to the health clinic for diagnosis without leaving the school district, saving more time away from the classroom.

The Coordinated School Health (CSH) Coordinator will continue to work closely with each school to implement healthy practices in the schools for students and staff. The CSH coordinator will meet regularly with school social workers, guidance counselors, and school nurses to provide current training and professional development. Hearing and vision screenings are coordinated through this office. Dental treatment(s) are also provided in certain circumstances to students in need of that service. Future priority will be put on students in families that need additional support, such as those experiencing homelessness and students from non-English speaking family backgrounds.

The district will conduct district-wide safety professional development day(s) where all staff discuss emergency procedures and practice table top drills and will continue to include full school relocation drills.

MSSD employs a TDOE-certified School Safety Specialist and each school campus has a dedicated School Resource Officer (SRO) through a partnership with the Milan Police Department. School administrators and SROs coordinate with Milan Police Chief, Milan Fire Chief, Gibson County Sheriff's Office, and Emergency Management Personnel to discuss safety concerns for MSSD and the surrounding community. Vehicles for SROs will be purchased through school general purpose funding.

Each school will continue to maintain a clothes closet for students in need. Personal hygiene products and school supplies for students in need are kept at each school and will continue to be supported through the school-wide pool funds. There are food pantries in each school to assist with supplying students with food for home and MSSD will continue to provide summer feeding programs and a back pack feeding program during the school year.

Funding for these provisions comes from our General Fund.

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.

Milan Special School District has definitely made progress in the area of integrating technology and will continue to focus on staying ahead of the trends in the future. In a district with approximately 2000 students, PK through 12, there are approximately 2000 school-owned, student devices that are easily available. This allows the staff to teach in their classrooms, where every K-12 classroom is equipped with an interactive flat panel boxlight.

All classroom teachers' devices are run on a solid infrastructure that is continually improving. All 3 schools have an IEEE 802.11ac wireless network running across a 2GB WAN that is split across to sources of egress. Teachers receive new devices on a rotation for every 2-3 years. Funding for those devices comes from various lines within the overall general purpose budget.

Our school district will continue to offer professional development for both individual and focused groups of teachers. Staff members have been given the opportunity for professional development and training on Google Certification along with specific needs of teachers throughout the district during school hours and after school focus professional development sessions every month.

All classrooms at Milan High School and Milan Middle School have a 1:1 technology setup for students. Equipping Milan Elementary School with up-to-date technology to both prepare for integrated instruction and the coming requirement to assess 3rd grade students will be a priority in the next 1-2 years. Fidelity with use of additional technology will be underscored through both walkthrough and formal evaluations.

The Instructional Technology Coordinator will continue to offer training to our teachers as they integrate technology into their classroom instruction. This training will be offered during teachers' planning times, after school, and in the summer and will be individualized to get the best result for the investment. Additional training will be offered to teachers and support staff to integrate and utilize technology. This position will continue to be funded through the general purpose budget.

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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.

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).

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).

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

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

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

- Needs assessment section of the support guide
- Fishbone diagram

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

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

Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus area, grade bands, subgroups, etc. For any area required for analysis that is not identified for improvement, state the area and "No improvement identified." For example, Student attendance - No improvement identified.		
* ELA 1. K-4: Reduce the number of students scoring in Tier 2 & 3 (measured with TN URS). 2. K-4: Increase the number of students scoring at or above the 60th percentile on TN URS. 3. Increase the number of		

students scoring met or exceeded on the ELA TN Ready assessment in all grades (emphasis on 3-5, 6-8, and English I). 4. Increase the number of SWD scoring met or exceeded on the ELA TN Ready assessment (emphasis on grades 3-5 and English I). 5. Increase the number of BHN students scoring met or exceeded on the ELA TN Ready assessment (emphasis on G6). 6. Increase the number of ED students scoring met or exceeded on the ELA TN Ready assessment.	* ELA 1. District leaders analyze TN URS data by tier and report results by school year and cohort, then meet with building leaders to examine trends. This is done three times annually. 2. District leaders analyze TN URS data by tier and report results by school year and cohort, and compare these results to the district benchmark proficiency projections and TN Ready ELA outcomes. The correlation of these pieces of data is presented to building leaders, then teachers. Teachers monitor each student's progress toward the 60th percentile after each TN URS. 3-6A. ELA teacher teams worked with district leaders and consultants to backward plan units of study aligned to the end-of-module tasks. Additionally, they determined the places in each text vital to the development of the knowledge and skills students would need to meet the success criteria of the end-of-module task, allowing teachers to place emphasis where needed. 3-6B. Teachers used district benchmark data and formative assessment data to intentionally plan bellwork to increase student outcomes with specific standards. 3-6C. District & building leaders support teachers in student work reviews of end-of-module writing tasks. Teachers and leaders analyze student writing for trends and develop an action plan to address areas needing improvement. Progress in these areas is revisited at the next work review. 3-6D. District leaders help teachers develop a system to monitor individual student progress through multiple data sources (district benchmarks, prior TN Ready scores, TVAAS projections, etc.) over the course of the school year. 3-6E. District & building leaders (with & without consultants) engage in knowledge IPG walkthroughs, providing teachers with strengths-based feedback and a plan for future support. 3-6F. District leaders work with building leaders to arrange for teachers to visit a peer's classroom to see instruction. A district or building leader accompanies the teacher and debriefs afterward. 3-6G. Lead teachers (K-4) have been trained to lead preparation sessions. These sessions should include discussion of difficult parts of the lessons for our most at-risk students and how to support them to access grade-level expectations. SPED teachers plan at the same time as grade-level teachers, allowing them to be involved in these sessions and share expertise.	* ELA 1. We experienced teacher turnover (3 teachers) mid-year for our youngest learners. As students transition from 1-1 assessments in grades K & 1 to online assessments in grade 2, we see an initial variability in URS data. 2. We experienced teacher turnover (3 teachers) mid-year for our youngest learners. As students transition from 1-1 assessments in grades K & 1 to online assessments in grade 2, we see an initial variability in URS data, which levels out by spring administration. The science of reading outlines the importance of background knowledge to reading comprehension. If students do not have background knowledge of the topics they read about in TN URS, this may lead to variability in the data. 3-6: First, our teachers in grades 3 & 4 have flexibility within their departmentalized blocks of time and are not tied to a bell ringing for class change, as teachers are in grades 5 and up. The ELA block in grades 3 & 4 is longer than our current middle and high school ELA blocks. Second, when students transition to a new building (grade 5 and 9), we often see a temporary drop in achievement. A focus on supporting teachers in these grade levels should be a priority. Third, we've consistently monitored the academic progress of students by subject or course and individually throughout the year, but we have not always noted where individual students finished on the prior year's TN Ready. Students can appear to be making progress over the course of the year, but in reality, are behind based on the prior year's data. Fourth, the district has provided ELA teachers time with consultants and district leaders to plan and prepare to provide quality instruction using their HQIM. Circumstances sometimes impacted attendance for ELA teachers, creating a gap in their knowledge of the curriculum and knowledge of how to support students during instruction. Fifth, we have several ELA teachers who are either young in the profession, in their first three years in our district (learning a new curriculum), and/or teaching on an emergency credential. Sixth, grade 5 is the point at which our students become 1-1 with technology. The distraction of technology could be a factor in our students' progress. Finally, we've consistently monitored all students' progress over the course of the year, but we have not been consistent in monitoring the progress of subgroups of data during the year.
* Math 1. K-4: Reduce the number of students scoring in Tier 2 & 3	* Math 1. District leaders analyze TN UMS data by tier and report results by school year and cohort, then meet with building leaders to examine trends. This is done three times annually. 2. District leaders analyze TN UMS data by tier and report results by school year and cohort, and compare these results to the district benchmark proficiency	

(measured by universal math screener (UMS)). 2. K-4: Increase the number of students scoring at or above the 60th percentile on TN UMS. 3. Increase the number of students scoring met or exceeded on the math TN Ready assessment in all grades (emphasis on grades 3, 8, and Algebra I). 4. Increase the number of SWD scoring met or exceeded on the math TN Ready assessment. 5. Increase the number of BHN students scoring met or exceeded on the math TN Ready assessment (emphasis on grades 6-8). 6. Increase the number of ED students	projections and TN Ready math outcomes. The correlation of these pieces of data is presented to building leaders, then teachers. Teachers monitor each student's progress toward the 60th percentile after each TN UMS. 3-7A. Math teacher teams worked with district leaders to learn how to backward plan units of study aligned to the end-of-topic assessments (K-2) or common assessments/MVPA (3-EOC). 3-7B. Teachers used district benchmark data and formative assessment data to intentionally plan bellwork to increase student outcomes with specific standards. 3-7C. Teachers (3-EOC) use adaptive platforms for students to gain additional math practice with grade/course level standards and to differentiate based on the needs of the student. 3-7D. District leaders help teachers (3-EOC) develop a system to monitor individual student progress through multiple data sources (district benchmarks, prior TN Ready scores, TVAAS projections, etc.) over the course of the school year. 3-7E. District & building leaders (with & without consultants) engage in math IPG walkthroughs, providing teachers with strengths-based feedback and a plan for future support. 3-7F. District leaders work with building leaders to arrange for teachers to visit a peer's classroom to see instruction. A district or building leader accompanies the teacher and debriefs afterward. 3-7G. Teachers consult the district EL teachers to discuss strategies for supporting ELs in the classroom. 3-7H. Lead teachers (K-4) have been trained to lead preparation sessions. These sessions should include discussion of difficult parts of the lessons for our most at-risk students and how to support them to access grade-level expectations. SPED teachers plan at the same time as grade-level teachers, allowing them to be involved in these sessions and share expertise. 3-7I. Math teachers have been trained to use the instructional focus documents (IFDs) as a tool to assess student progress toward mastery of standards and to vet potential items to use in class instruction. 3-7J. Our differentiated pay plan includes hard-to-staff stipends for certified, secondary math teachers. 3-7K. Training of K-4 paraprofessionals (alongside teachers) to use manipulatives with students, to understand the design of HQIM, and to use the IFDs as a reference to support students with mastery of a standard as they work with them in classes.	* Math 1. We experienced teacher turnover (3 teachers) mid-year for our youngest learners. As students transition from 1-1 assessments in grades K & 1 to online assessments in grade 2, we see an initial variability in UMS data. Fact fluency, triads, and developing number sense continue to be areas for improvement. 2. We experienced teacher turnover (3 teachers) mid-year for our youngest learners. As students transition from 1-1 assessments in grades K & 1 to online assessments in grade 2, we see an initial variability in UMS data, which levels out by spring administration. Fact fluency, triads, and developing number sense continue to be areas for improvement. 3-7: Overall, we have made progress in student proficiency in math. We are proud of that progress. There was a clear correlation between our growth and the adoption of HQIM, which shows the importance of materials. We still have areas to grow. In reference to EOC courses, retention of certified, secondary mathematics teachers continues to be a challenge. We've had to replace two secondary math teachers each year for the last 8 years. Onboarding and supporting new math teachers each year impacts student outcomes. Over the years, several of these teachers have taught Algebra I. Algebra I is the foundation for all other high school math courses, so the inconsistency in this role impacts the student outcomes in mathematics, not only in Algebra I but also in all math courses in high school. In K-4, our newest challenge is supporting EL students. In the past, in our rural setting, we may have had five EL students in the whole district, but that is no longer the case. Teachers are consulting with our EL teacher to find ways to support students in our math classrooms with precise mathematical vocabulary and word problems. Automaticity with math facts and number sense continues to be a challenge within the K-4 setting. Planning time to support these deficits has been a challenge. Finally, our K-12 math faculty and paraprofessionals would benefit from additional professional development designed to support students whose math readiness is far from the grade level/course expectation.

scoring met or exceeded on the math TN Ready assessment (emphasis on Algebra II). 7. Increase the number of EL students scoring met or exceeded on the math TN Ready assessment (emphasis on grades 3-5).		
* College Career Readiness - No improvement identified	* College Career Readiness - No improvement identified	* College Career Readiness - No improvement identified
* Graduation Rate - No Improvement Identified	* Graduation Rate - No Improvement Identified	* Graduation Rate - No Improvement Identified
* Student Attendance - No Improvement Identified	* Student Attendance - No Improvement Identified	* Student Attendance - 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

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	* Goal: From 44.7% to 45.97%* Grades K-2: Increase the percentage of students scoring in Tier I on the URS from 71.9% to 74.9% Increase the percentage of students scoring in the 60th percentile of the URS from 32.8% to 35.8%	* - CASE Assessments - AIMSWeb Data - Student Work Review - PLC Review - Individual Classroom Modules - TNReady
2027-28	* Goal: From 45.97% to 47.23%* Grades K-2: Increase the percentage of students scoring in Tier I on the URS from 74.9% to 77.9% Increase the percentage of students scoring in the 60th percentile of the URS from 35.8% to 38.8%	* - CASE Assessments - AIMSWeb Data - Student Work Review - PLC Review - Individual Classroom Modules - TNReady
2028-29	* Goal: From 47.23% to 48.50%* Grades K-2: Increase the percentage of students scoring in Tier I on the URS from 77.9% to 80.9% Increase the percentage of students scoring in the 60th percentile of the URS from 38.8% to 41.8%	* - CASE Assessments - AIMSWeb Data - Student Work Review - PLC Review - Individual Classroom Modules - TNReady

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

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

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

Strategy 1: Implement HQIM and Effective Strategies in ELA Teachers will prepare for the delivery of instruction at weekly preparation sessions. They will discuss effective strategies for delivery of key pieces within the curriculum and plan specific strategies to address student misconceptions, ensuring students can access grade-level expectations. During these sessions, teachers will develop appropriate scaffolds, supports, and extensions to meet the needs of all students. Students will receive daily ELA knowledge instruction from district-approved HQIM. Upon completion of units of study, teachers will meet to analyze student writing, celebrate success, and identify areas to grow. They will develop a plan of action to address the areas of writing that need improvement and reassess through upcoming formative writing tasks to determine student progress. Students in grades K-2 will receive explicit, systematic foundational literacy instruction through daily TNFSCS lessons. At the end of each unit of study, teachers will analyze curriculum benchmark data to plan individualized instruction to support areas of concern. Small group remediation will be provided during Tier I instructional time to address these areas. Leadership will conduct ELA IPG walkthroughs a minimum of once per semester, in addition to informal walkthroughs and TEAM evaluations. Teachers will receive strengths-based coaching feedback following each walkthrough. Leadership may also take a teacher to visit a colleague's classroom to observe instruction (followed by a debrief) in order to show a more effective model of specific ELA instructional strategies.	Pre and Post-test data for the unit of study (foundational literacy) District benchmark data in fall, winter, and spring Universal reading screener (URS) data in fall, winter, and spring Formative writing tasks and end-of-module writing assessments (curriculum-based) ELA IPG walkthrough data improvement (minimum of once per semester)	$ 110,000.00	
Strategy 2: Monitoring Student Progress District and building leaders will meet to establish a vision for K-3 ELA student outcomes, analyze prior-year data, celebrate successes, determine root causes for areas of concern, determine areas to provide support, and develop a plan to monitor the progress of students in the upcoming school year. During professional development days before school begins, administrators will lead teachers through a variety of sessions to analyze the prior year's data, reflect on their practice, and plan to adjust their practices based on the data. Teachers will have the opportunity to share information about their students from the prior year with the child's new teacher to provide a continuum of support and a smooth transition between grade levels. District leaders will support building leaders and teachers by providing key data reports, supporting them in developing methods for monitoring student progress, and establishing checkpoints to help them monitor student progress after universal reading screeners, district benchmarks, and key curriculum assessments.	District benchmark data in fall, winter, and spring Universal reading screener (URS) data in fall, winter, and spring (including cohort data) Projected proficiency on district benchmarks vs projected AMOs Projected proficiency levels on district benchmark vs prior year proficiency on TN Ready Prior year TN Ready reports (standards analysis, class roster, etc.) Formative writing tasks and end-of-module writing assessments (curriculum-based)	$ 100,000.00	

Strategy 3: Providing Appropriate ELA Interventions District and building leaders will ensure state-required response to intervention is scheduled within the school day. Response to intervention groups are initially formed based on students' needs reflected in tiered URS data, but these groups are fluid to meet the immediate needs of students. Changes to student groups are made in response to teacher input and progress monitoring data. In addition to state-required response to intervention, current K-3 students will have access to after-school tutoring (high-dose, low-ratio & additional higher-ratio) and summer camp opportunities. Students are prioritized for these opportunities based on their URS data. Leadership will establish the importance of data-driven targeted support stops for intervention with students in the Tier I foundational literacy block. They ensure these are scheduled, at a minimum, after each unit assessment, and support teachers with data analysis to inform the instructional design and support implementation as needed.	K-3 URS data (including cohort data) URS progress monitoring data RTI data meeting notes Foundational literacy unit assessments Summer camp post-tests TN Ready proficiency data	$ 175,000.00	

Goal 2

By May 2029, Milan Special School District will increase the percentage of students who are meeting or exceeding expectations on the ELA TNReady assessments across all grade bands for all students including students with disabilities.

Grades K-2:
Increase the percentage of students scoring in Tier I on the URS from 71.9% to 77.9%
Increase the percentage of students scoring in the 60th percentile of the URS from 32.8% to 41.8%

Grades 3-5: From 39.5% to 48.0%
Target Group(s):
(1) All SWD - 4.4% to 8.0%
(2) All ED - 23.5% to 29.0%
(3) All 5th grade - 33.3% to 40.0%

Grades 6-8: From 27.6% to 40.0%
Target Group(s):
(1) BHN 6th grade - 9.8% to 15.0%
(2) All ED - 17.6% to 25.0%
(3) All 8th grade - 24.1% to 35.0%

Grades 9-12: From 44.4% to 48.0%
Target Group(s):
(1) English I SWD - 0% to 10.0%
(2) English I All Students - 35.5% to 45.5%
(3) English II ED - 43.2% to 48.0%

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	* Grades K-2: Increase the percentage of students scoring in Tier I on the URS from 71.9% to 74.9% Increase the percentage of students scoring in the 60th percentile of the URS from 32.8% to 35.8% Grades 3-5: From 39.5% to 42.3% Target Group(s): (1) All SWD - 4.4% to 5.6% (2) All ED - 23.5% to 25.3% (3) All 5th grade - 33.3% to 35.5% Grades 6-8: From 27.6% to 31.7% Target Group(s): (1) BHN 6th grade - 9.8% to 11.5% (2) All ED - 17.6% to 20.1% (3) All 8th grade - 24.1% to 27.7% Grades 9-12: From 44.4% to 45.6% Target Group(s): (1) English I SWD - 0.0% to 3.3% (2) English I All Students - 35.5% to 38.8% (3) English II ED - 43.2% to 44.8%	* - CASE Assessments - AIMSWeb Data - Student Work Review - PLC Review - Individual Classroom Modules - TNReady
2027-28	* Grades K-2: Increase the percentage of students scoring in Tier I on the URS from 74.9% to 77.9% Increase the percentage of students scoring in the 60th percentile of the URS from 35.8% to 38.8% Grades 3-5: From 42.3% to 45.2% Target Group(s): (1) All SWD - 5.6% to 6.8% (2) All ED - 25.3% to 27.2% (3) All 5th grade - 35.5% to 37.8% Grades 6-8: From 31.7% to 35.9% Target Group(s): (1) BHN 6th grade - 11.5% to 13.3% (2) All ED - 20.1% to 22.5% (3) All 8th grade - 27.7% to 31.4% Grades 9-12: From 45.6% to 46.8% Target Group(s): (1) English I SWD - 3.3% to 6.7% (2) English I All Students - 38.8% to 42.2% (3) English II ED - 44.8% to 46.4%	* - CASE Assessments - AIMSWeb Data - Student Work Review - PLC Review - Individual Classroom Modules - TNReady
2028-29	* Grades K-2: Increase the percentage of students scoring in Tier I on the URS from 77.9% to 80.9% Increase the percentage of students scoring in the 60th percentile of the URS from 38.8% to 41.8% Grades 3-5: From 45.2% to 48.0% Target Group(s): (1) All SWD - 6.8% to 8.0% (2) All ED - 27.2% to 29.0% (3) All 5th grade - 37.8% to 40.0% Grades 6-8: From 35.9% to 40.0% Target Group(s): (1) BHN 6th grade - 13.3% to 15.0% (2) All ED - 22.5% to 25.0% (3) All 8th grade - 31.4% to 35.0% Grades 9-12: From 46.8% to 48.0% Target Group(s): (1) English I SWD - 6.7% to 10.0% (2) English I All Students - 42.2% to 45.5% (3) English II ED - 46.4% to 48.0%	* - CASE Assessments - AIMSWeb Data - Student Work Review - PLC Review - Individual Classroom Modules - TNReady

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**
Strategy 1: Implement HQIM & Effective ELA Strategies Teachers will prepare for the delivery of instruction at weekly preparation sessions. They will discuss effective strategies for delivery of key pieces within the curriculum and plan specific strategies to address student misconceptions, ensuring students can access grade-level expectations. During these sessions, teachers will develop appropriate scaffolds, supports, and extensions to meet the needs of all students. Students will receive daily ELA knowledge instruction from district-approved HQIM. Upon completion of units of study, teachers will meet to analyze student writing, celebrate success, and identify areas to grow. They will develop a plan of action to address the areas of writing that need improvement and reassess through upcoming formative writing tasks to determine student progress. Students in grades K-2 will receive explicit, systematic foundational literacy instruction through daily TNFSCS lessons. At the end of each unit of study, teachers will analyze curriculum benchmark data to plan individualized, standards-based instruction to support areas of concern. Small group remediation will be provided during Tier I instructional time to address these areas.	Pre and Post-test data for the unit of study (foundational literacy) District benchmark data in fall, winter, and spring Universal reading screener (URS) data in fall, winter, and spring ELA IPG walkthrough data improvement (minimum of once per semester)	$ 150,000.00	

Strategy 2: Monitoring Student Progress District and building leaders will meet to establish a vision for ELA student outcomes, analyze prior-year data, celebrate successes, determine root causes for areas of concern, determine areas to provide support, and develop a plan to monitor the progress of students in the upcoming school year. During professional development days before school begins, administrators will lead teachers through a variety of sessions to analyze the prior year's data, reflect on their practice, and plan to adjust their practices based on the data. District leaders will support building leaders and teachers by providing key data reports, supporting them in developing methods for monitoring student progress, and establishing checkpoints to help them monitor student progress after district benchmarks, universal reading screeners, and key curriculum assessments.	District benchmark data in fall, winter, and spring Universal reading screener (URS) data in fall, winter, and spring Projected proficiency on district benchmarks vs projected AMOs Projected proficiency levels on district benchmark vs prior year proficiency on TN Ready Standards analysis (District benchmark comparisons & compared to prior yr TN Ready) Formative writing tasks and end-of-module writing assessments (curriculum-based)	$ 110,000.00	

Strategy 3: Professional Development Instructional Supervisors and building principals will participate in a year long "PLC at Work-Coaching Academy" where they will collaboratively establish consistent, districtwide expectations for standard-by-standard tracking and building level data meetings. They will co-design and model how data meetings should function, moving from PLC theory to standard-driven practice. Using academy resources, binders, and toolkits, leaders establish districtwide templates and protocols for mapping essential standards, analyzing common formative assessment results, and identifying standard-level mastery. Principals will lead weekly or bi-weekly collaborative data meetings in their schools, using shared protocols to track which students have mastered specific standards, which need intervention, and which require extension. Supervisors of instruction will use between-session action plans and ongoing Solution Tree coaching support to conduct instructional walkthroughs and attend building data meetings, ensuring districtwide fidelity, offering immediate feedback, and keeping teams aligned. District and building leaders will provide a wide range of planned and responsive support through professional development. New teachers to our district will engage in three days of orientation and six 1-hour sessions of the academy over the course of the school year. These sessions provide support with establishing high expectations, establishing an effective classroom culture, and implementing engaging, effective instructional strategies. New teachers are assigned a mentor to provide additional support with curriculum and planning for instruction. District leaders will also provide professional development and coaching to teachers as needs are identified by their building leaders or as observed during IPG and informal walkthroughs, or formal evaluations. Coaching and support may include, but not be limited to: district leaders modeling lessons, taking teachers for peer classroom visits, and conducting small group professional development with follow-up. Additional planning and coaching support may be provided by ELA consultants (EDU 20/20) when a large portion of the ELA team is new to the curriculum.	ELA IPG walkthrough data improvement (minimum of once per semester) Informal & formal walkthrough data; TEAM evaluation data Standards analysis (District benchmark comparisons & compared to prior yr TN Ready) Leadership PLC Agenda-checkpoints	$ 110,000.00	Title II/School-Wide Federal Pool: $2,000
Strategy 4: Learning Acceleration District leaders will ensure building schedules are inclusive of state-required intervention blocks. Response to intervention groups are initially formed based on students' needs reflected in tiered URS data, but these groups are fluid to meet the immediate needs of students. Changes to student groups are made in response to teacher input and progress monitoring data. In addition to state-required response to intervention, current K-8 students will have access to after-school tutoring (high-dose, low-ratio & additional higher-ratio) and summer camp opportunities. High school students will have access to subject-specific academic tutoring after school and credit recovery in the summer. Targeted tutoring, including 1:1 or small group sessions during the school day, is conducted by paraprofessionals as needed.	Universal reading screener (URS) data in fall, winter, and spring Bi-weekly progress monitoring data District benchmark data in fall, winter, and spring TN Ready proficiency data High school course grades and credits	$ 200,000.00	

Goal 3

By May 2029, Milan Special School District will increase the percentage of students who are meeting or exceeding expectations on TNReady assessments across all grade bands in Math

Grades K-2:
Increase the percentage of students scoring in Tier I on the UMS from 63.8% to 72.8%
Increase the percentage of students scoring in the 60th percentile of the UMS from 36.2% to 45.2%

Grades 3-5: From 50.7% to 55.0%
Target Group(s):
(1) All 3-5 EL students - 0% to 20.0%
(2) All 3rd grade students - 39.5% to 45.0%
(3) All 3-5 SWD students - 14.4% to 20.0%

Grades 6-8: From 50.3% to 55.0%
Target Group(s):
(1) All 8th grade students - 44.6% to 50.0%
(2) All 6-8 SWD - 3.2% to 10.0%
(3) All BHN - 34.0% to 42.0%

Grades 9-12: From 34.0% to 40.0%
Target Group(s):
(1) Algebra I All Students - 16.7% to 30.0%
(2) Geometry SWD - 6.7% to 20.0%
(3) Algebra II ED Students - 33.3% to 37.0%

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	* Grades K-2: Increase the percentage of students scoring in Tier I on the UMS from 63.8% to 66.8% Increase the percentage of students scoring in the 60th percentile of the UMS from 36.2% to 39.2% Grades 3-5: From 50.7% to 52.1% Target Group(s): (1) All 3-5 EL students - 0.0% to 6.7% (2) All 3rd grade students - 39.5% to 41.3% (3) All 3-5 SWD students - 14.4% to 16.3% Grades 6-8: From 50.3% to 55.0% Target Group(s): (1) All 8th grade students - 44.6% to 46.4% (2) All 6-8 SWD - 3.2% to 5.5% (3) All BHN - 34.0% to 36.7% Grades 9-12: From 34.0% to 36.0% Target Group(s): (1) Algebra I All Students - 16.7% to 21.1% (2) Geometry SWD - 6.7% to 11.1% (3) Algebra II ED Students - 33.3% to 34.5%	* - CASE Assessments - Student Work Review - PLC Review - Individual Classroom Modules - TNReady
2027-28	* Grades K-2: Increase the percentage of students scoring in Tier I on the UMS from 66.8% to 69.8% Increase the percentage of students scoring in the 60th percentile of the UMS from 39.2% to 42.2% Grades 3-5: From 52.1% to 53.6% Target Group(s): (1) All 3-5 EL students - 6.7% to 13.3% (2) All 3rd grade students - 41.3% to 43.2% (3) All 3-5 SWD students - 16.3% to 18.1% Grades 6-8: From 51.9% to 53.4% Target Group(s): (1) All 8th grade students - 46.4% to 48.2% (2) All 6-8 SWD - 5.5% to 7.7% (3) All BHN - 36.7% to 39.3% Grades 9-12: From 36.0% to 38.0% Target Group(s): (1) Algebra I All Students - 21.1% to 25.6% (2) Geometry SWD - 11.1% to 15.6% (3) Algebra II ED Students - 34.5% to 35.8%	* - CASE Assessments - Student Work Review - PLC Review - Individual Classroom Modules - TNReady
2028-29	* Grades K-2: Increase the percentage of students scoring in Tier I on the UMS from 69.8% to 72.8% Increase the percentage of students scoring in the 60th percentile of the UMS from 42.2% to 45.2% Grades 3-5: From 53.6% to 55.0% Target Group(s): (1) All 3-5 EL students - 13.3% to 20.0% (2) All 3rd grade students - 43.2% to 45.0% (3) All 3-5 SWD students - 18.1% to 20.0% Grades 6-8: From 53.4% to 55.0% Target Group(s): (1) All 8th grade students - 48.2% to 50.0% (2) All 6-8 SWD - 7.7% to 10.0% (3) All BHN - 39.3% to 42.0% Grades 9-12: From 38.0% to 40.0% Target Group(s): (1) Algebra I All Students - 25.6% to 30.0% (2) Geometry SWD - 15.6% to 20.0% (3) Algebra II ED Students - 35.8% to 37.0%	* - CASE Assessments - Student Work Review - PLC Review - Individual Classroom Modules - TNReady

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**
Strategy 1: Implement HQIM & Effective Mathematics Strategies Teachers will prepare for the delivery of instruction at weekly preparation sessions. They will discuss effective strategies for delivery of key pieces within the curriculum and plan specific strategies to address student misconceptions, ensuring students can access grade-level expectations. During these sessions, teachers will develop appropriate scaffolds, supports, and extensions to meet the needs of all students. Students will receive daily mathematics instruction from district-approved HQIM. Upon completion of units of study, teachers will meet to analyze student assessment data, celebrate success, identify areas to grow, and set standards-based goals. They will develop a plan of action to address the standards that need improvement and reassess through future formative and summative assessments to determine student progress. At the end of each unit of study, teachers will analyze assessment data to plan individualized instruction to support areas of concern. Small group remediation will be provided during Tier I instructional time to address these areas.	District benchmark data: six times annually (grades 3-EOC) Formative and summative curriculum assessment data Universal Math Screener (UMS) data in fall, winter, and spring Math IPG walkthrough data improvement (minimum of once per semester)	$ 100,000.00	
Strategy 2: Monitoring Student Progress District and building leaders will meet to establish a vision for mathematics student outcomes, analyze prior-year data, celebrate successes, determine root causes for areas of concern, determine areas to provide support, and develop a plan to monitor the progress of students in the upcoming school year. During professional development days before school begins, administrators will lead teachers through a variety of sessions to analyze the prior year's data, reflect on their practice, and plan to adjust their practices based on the data. District leaders will support building leaders and teachers by providing key data reports, supporting them in developing methods for monitoring student progress, and establishing checkpoints to help them monitor student progress after district benchmarks, universal math screeners, and key curriculum assessments.		$ 135,000.00	

	District benchmark data: six times annually (grades 3-EOC) Formative and summative curriculum assessment data Universal Math Screener (UMS) data in fall, winter, and spring Projected proficiency on district benchmarks vs projected AMOs Projected proficiency levels on district benchmark vs prior year proficiency on TN Ready Standards analysis (District benchmark comparisons & compared to prior yr TN Ready) as monitored in the grade-level math drives		

Strategy 3: Professional Development Instructional Supervisors and building principals will participate in a year long "PLC at Work-Coaching Academy" where they will collaboratively establish consistent, districtwide expectations for standard-by-standard tracking and building level data meetings. They will co-design and model how data meetings should function, moving from PLC theory to standard-driven practice. Using academy resources, binders, and toolkits, leaders establish districtwide templates and protocols for mapping essential standards, analyzing common formative assessment results, and identifying standard-level mastery. Principals will lead weekly or bi-weekly collaborative data meetings in their schools, using shared protocols to track which students have mastered specific standards, which need intervention, and which require extension. Supervisors of instruction will use between-session action plans and ongoing Solution Tree coaching support to conduct instructional walkthroughs and attend building data meetings, ensuring districtwide fidelity, offering immediate feedback, and keeping teams aligned. District and building leaders will provide a wide range of planned and responsive support through professional development. New teachers to our district will engage in three days of orientation and six 1-hour sessions of the academy over the course of the school year. These sessions provide support with establishing high expectations, establishing an effective classroom culture, and implementing engaging, effective instructional strategies. New teachers are assigned a mentor to provide additional support with curriculum and planning for instruction. District leaders provide professional development and coaching to teachers as needs are identified by their building leaders or as observed during IPG and informal walkthroughs, or formal evaluations. Coaching and support may include, but not be limited to: district leaders modeling lessons, taking teachers for peer classroom visits, and conducting small group professional development with follow-up. Building and district leadership (middle & high school) conduct math IPG walkthroughs with a consultant from NIET and provide strengths-based feedback and coaching. Our NIET consultant provides additional planning and preparation support for the Algebra I math team.	Math IPG walkthrough data improvement (minimum of once per semester) Informal & formal walkthrough data; TEAM evaluation data Standards analysis (District benchmark comparisons & compared to prior yr TN Ready) Leadership PLC Agenda-monthly report out	$ 30,000.00	Title II/School-Wide Federal Pool: $2,000
Strategy 4: Learning Acceleration District leaders will ensure building schedules are inclusive of state-required intervention blocks. Response to intervention groups are initially formed based on students' needs reflected in tiered UMS data, but these groups are fluid to meet the immediate needs of students. Changes to student groups are made in response to teacher input and progress monitoring data. In addition to state-required response to intervention, current K-8 students will have access to after-school tutoring (high-dose, low-ratio & additional higher-ratio) and summer camp opportunities. High school students will have access to subject-specific academic tutoring after school and credit recovery in the summer. Targeted tutoring, including 1:1 or small group sessions during the school day, is conducted by paraprofessionals as needed.	Universal Math Screener (UMS) data in fall, winter, and spring Bi-weekly progress monitoring data District benchmark data: six times annually (grades 3-EOC) Formative and summative curriculum assessment data TN Ready proficiency data High school course grades and credits	$ 50,000.00	

Goal 4

Milan Special School District (272) Public District - FY 2027 - LEA Plan - Rev 1

This goal not established.

Goal 5

Milan Special School District (272) Public District - FY 2027 - LEA Plan - Rev 1

☑ This goal not established.

Goal 6

Milan Special School District (272) Public District - FY 2027 - LEA Plan - Rev 1

This goal not established.