

Goal 1: Grade 3 ELA (Required)

Greenville City Schools (301) Public District - FY 2027 - LEA Plan - Rev 1

☐ 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%.

* <input type="text" value="70"/> %	of students will score proficient on the 3rd grade TCAP by	* Year <input type="text" value="2032"/>
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Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* 63%	* 2026 ELA TCAP
2027-28	* 65%	* 2027 ELA TCAP
2028-29	* 67%	* 2028 ELA TCAP

* 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
Early Grades Literacy Cohort and Intermediate Literacy Cohort: The district will continue the early grades literacy cohort for all primary grade teachers who have been in the system for less than two years and any new ELA teacher. This work includes training in phonics, phonemic awareness, fluency, comprehension, and vocabulary instruction both in addition to and incorporated through shared reading, small group instruction, interactive read-aloud, independent reading, and writing.	Administer STAR 360 and STAR CBM three times per year in grades K-2.	\$ <input type="text" value="0.00"/>	n/a

Engage in learning walks: Engage in learning walks to collect quantitative and qualitative data on classroom activities. Analyze the collected data to determine the next steps to improve professional development and student outcomes.	* Conduct, schedule, and analyze learning walks (minimum of 2x year) data to determine next steps * Quarterly reviews STAR related to ELA with instructional decisions made based on skill deficits?indicated?with the data review.	\$ 0.00	n/a
Continue systematic phonics, spelling, and word study program in grades K-5 and TN Foundational Skills Training: Professional learning will be provided in the summers and throughout the school year to fully implement the Phonics, Spelling, and Word Study program purchased for all classrooms in grades K-5. This work will be ongoing in the 2025-2026 school year. The district will purchase and train teachers and assistants in the Sonday System. All qualifying students will receive regular instruction using this product. Additionally, teachers will be trained in the summer of 2022 and going forward in the TN foundational skills curriculum. The state foundational skills curriculum will also be used by classroom teachers and Acceleration Interventionists to work with individual students on identified learning gaps.	Learning Walk data Formal and informal walk-throughs from principals and Instructional Specialists	\$ 20,000.00	n/a

Goal 2

Greenville City Schools (301) Public District - FY 2027 - LEA Plan - Rev 1

Goal 2

By May 2029, Greenville City Schools will increase the percentage of students who are meeting or exceeding expectations in K-12 math achievement levels for all students and subgroups.

- * Increase all K-2 students who score at or above grade level from 54.5% to 62.5% as measured by STAR.
- * Increase all 3-5 students who are on track or mastered in math (48.0% to 60%) and subgroups SWD (15.2% to 30.1%).
- * Increase all 6-8 students who are on track or mastered in math (48.3% to 57.4%) and subgroups SWD (12.3% to 27.7%).
- * Increase all 9-12 students who are on track or mastered in math (45.8% to 55.3%) and subgroups SWD (7.0% to 23.4%).

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	* K-2 All: 57.3 3-5 All:53% SWD: 20.5% 6-8 All:51.5% SWD: 17.8% 9-12 All:49.2% SWD:13.3%	* Star 2026 Math TCAP/EOC
2027-28	* K-2 All: 60.0 3-5 All:56.5% SWD:25.5% 6-8 All:54.6% SWD: 22.7% 9-12 All:52.5% SWD:18.3%	* Star 2027 Math TCAP/EOC
2028-29	* K-2 All: 62.5 3-5 All: 60% SWD: 30.1% 6-8 All:57.4% SWD: 27.7% 9-12 All:55.3% SWD: 23.4%	* Star 2028 Math TCAP/EOC

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
Use of High Quality Instructional Materials for Math The district instructional team will continue to support teacher implementation and build knowledge of new curriculum materials by using the Instructional Focus Documents and the IPG.	IPG Walkthrough Notes	\$ 0.00	n/a

Academic Coaching Support Intentional ongoing support and collaboration around HQIM implementation and building content knowledge. Establish a support system for teachers, including regular check-ins and collaboration sessions to address any challenges and share best practices related to the HQIM.	Coaching Walkthrough logs	\$ 0.00	n/a
Mastery Connect Implementation and Increased Usage Mastery Connect (CASE) TN Ready aligned item banks will be purchased for all grades and subjects in grades K-12. Teachers will create formative assessments and also use the items in daily work and classroom formative checkpoints. Focused analysis will include ED, SWD, and ELL subgroup data.	Benchmark Data	\$ 15,000.00	n/a
Ongoing Data Analysis and Use in Grades K-12 The system data and testing coordinator will meet regularly with school principals, instructional specialists, and classroom teachers to analyze all system, state, and local assessments and identify the underlying causes behind student performance challenges and strengths. The work includes additional focus on subgroup data analysis and WIDA access data.	Benchmark Data Released State Test Data	\$ 0.00	n/a

Goal 3

Greenville City Schools (301) Public District - FY 2027 - LEA Plan - Rev 1

Goal 3

By May 2029, Greenville City Schools will continue strengthening literacy achievement across all grade levels. Our efforts will focus on implementing high-quality instructional materials with fidelity and providing targeted support for students reading below grade level. Special attention will be given to English Learners (EL) and Students with Disabilities (SWD) to ensure equitable access to literacy success.

- * Increase all K-2 students who score at or above grade level in ELA (56.4 to 64.1%) as measured by STAR.
- * Increase all 3-5 students who are on track or mastered in ELA (53.1% to 61.4%) and subgroup SWD (20.0% to 34.1%).
- * Increase all 6-8 students who are on track or mastered in ELA (44.6% to 54.4%) and subgroup SWD (13.6% to 28.8%).
- * Increase all 9-12 students who are on track or mastered in ELA (58.9% to 66.1%) and subgroup SWD (7.5% to 23.8%).
- * Increase all EL K-12 students to meet exit criteria on ELPA-21 (11.3% to 16.8%).
- * Increase all EL K-12 students to meet growth standards on ELPA-21 (37.2% to 41.1%).
- * TVAAS composite growth score of 3 or higher in ELA.

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	* K-2 All:59.1% 3-5 All: 56.0% SWD:25.0% 6-8 All: 48.1% SWD: 19.0% 9-12 All: 61.5% SWD: 13.3%	* Star 2026 ELA TCAP/EOC
2027-28	* K-2 All:61.7% 3-5 All: 58.8% SWD: 29.7% 6-8 All: 51.3% SWD: 24.1% 9-12 All: 63.9% SWD: 18.7%	* Star 2027 ELA TCAP/EOC
2028-29	* K-2 All:64.1% 3-5 All: 61.4% SWD:34.1% 6-8 All: 54.4% SWD: 28.8% 9-12 All: 66.1% SWD: 23.8%	* Star 2028 ELA TCAP/EOC

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

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

Engage in learning walks Engage in learning walks to collect quantitative and qualitative data on classroom activities. Analyze the collected data to determine the next steps for improved professional development and student outcomes.	* Conduct, schedule, and analyze learning walks (minimum of 2x year) data to determine next steps * Quarterly reviews STAR related to ELA, with instructional decisions made based on skill deficits indicated with the data review.	\$ 0.00	n/a
Mastery Connect Implementation and Increased Usage Mastery Connect (CASE) TN Ready-aligned item banks will be purchased for all grades and subjects in K-12. Teachers will create formative assessments and also use the items in daily work and classroom formative checkpoints. Focused analysis will include ED, SWD, and ELL subgroup data.	Benchmark Data	\$ 15,000.00	n/a
Academic Coaching Support Intentional ongoing support and collaboration around HQIM implementation and building content knowledge. Establish a support system for teachers, including regular check-ins and collaboration sessions to address any challenges and share best practices related to the HQIM.	Coaching Walkthrough logs	\$ 0.00	n/a

Goal 4

Greenville City Schools (301) Public District - FY 2027 - LEA Plan - Rev 1

 ☐ This goal not established.

Goal 4

By May 2029, Greenville City Schools will continue to equip all students for excellence by preparing them for future success in college and career readiness, with a specific focus on grades 9-12.

- * Increase all 9-12 college-ready students on ACT composite of 21 or higher (48.2% to 65%).
- * High school graduation rate (98.3% goal to exceed 95%) and subgroups SWD (89.3% to 91.2%).

Federal High school graduation rate (90.9% goal to exceed 95%) and subgroups SWD (28.6% to 41.2%).

- * Increase all 9-12 postsecondary enrollment (62.6% to 69.2%).

- * Increase CTE concentrators Status (70.9% to 76.0%).

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	* ACT Comp:53.8% HS Grad Rate: SWD: 90.0% Fed HS Grad Rate: 92.3% SWD: 33.1% 9-12 Postsecondary Enrollment: 64.9% CTE Concentrator Status:72.7%	* Federal Accountability File
2027-28	* ACT Comp: 59.4% HS Grad Rate: SWD: 90.6% Fed HS Grad Rate: 93.6% SWD: 37.2% 9-12 Postsecondary Enrollment: 67.1% CTE Concentrator Status: 74.4%	* Federal Accountability File
2028-29	* ACT Comp: 65% HS Grad Rate: SWD: 91.2% Fed HS Grad Rate:95.0% SWD: 41.2% 9-12 Postsecondary Enrollment: 69.2% CTE Concentrator Status: 76.0%	* Federal Accountability File

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

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

ACT Prep Content Utilizing Horizons ACT software, Greeneville High School will give students in 9th, 10th, and 11th grades full ACT assessments at least 1 time per year.	ACT Composite Score	\$ 19,500.00	Outcomes Money
GHS and GCTA teams will meet to evaluate current offerings and develop a plan to add proposed offerings GHS and GCTA teams will meet yearly before the scheduling period to evaluate current offerings in the schedule. They will also work with post-secondary organizations to provide dual enrollment courses as the third and fourth levels of CTE pathways.	* Course code and pathway offerings in Greeneville High School schedule reviewed in May and August each year. * PowerSchool semester data of courses taken and industry certifications earned. * ETiger data is reviewed by the CTE Director in December and April annually.	\$ 0.00	n/a
College and Career Awareness Develop and implement a plan for increasing college and career awareness and planning at all grade levels, including internship opportunities at the high school level.	* Fully develop K-12 college and career awareness plan with milestones at each grade level * Elementary and middle guidance lesson plans are reviewed by the Teaching and Learning Coordinator 3 times per year in August, November, and February. * Tiger evaluation model, principals will conduct a minimum of 2 walkthroughs per year, looking specifically at college and career awareness lessons and programs. Major Clarity reports QuaverReady reports	\$ 18,000.00	n/a
High School and Beyond Plan Increase postsecondary going rate for all subgroups, with emphasis on economically disadvantaged students and ELL students. GMS and GHS guidance counselors and administrators will continue the work, encouraging ALL students to enroll in rigorous coursework. Including working with the district to find ways to fund dual enrollment beyond the dual enrollment grant and funds for industry certification exams. GHS administrators will work with guidance counselors and ELL teachers to find and communicate post-secondary opportunities for ELL students, including options for students who may be undocumented.	Analyze semester data for subgroups enrolled in early post-secondary opportunities.	\$ 0.00	n/a

Goal 5

Greenville City Schools (301) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal 5

By May 2029, Greenville City Schools is committed to fostering a positive and inclusive learning environment that supports student success. We are actively working to reduce chronic absenteeism by implementing targeted interventions that address barriers to attendance. Our focus on Social Emotional Learning (SEL) ensures that students develop the skills needed for resilience, self-regulation, and positive relationships. Through our RTI²-B framework, we provide structured behavior interventions that promote a supportive school climate and improve student outcomes. Additionally, our School Resource Officers are vital in ensuring a safe and secure environment, building positive relationships with students, and supporting overall school culture.

* Decrease chronic absenteeism for all students (9.2% to 7.6%) and subgroups SWD (11.3% to 9.3%) and EL (5.9% to 4.9%).

* Increase positive behavior outcomes by reducing suspensions through RTI²-B implementation. In School Suspension (3.4% to 2.8%) and SWD (5.3% to 3.6%) Out of School Suspension (2.7% to 2.2%) and SWD (7.1% to 5.9%).

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	* Chronic All: 8.6% SWD: 10.6% EL: 5.5% In School Suspensions ALL: 3.2% SWD:4.6% Out of School Suspensions ALL: 2.5% SWD:6.7%	* Federal Accountability Data File
2027-28	* Chronic All: 8.1% SWD: 9.9% EL: 5.2% In School Suspensions ALL: 3.0% SWD: 4.7% Out of School Suspensions ALL: 2.4% SWD:6.2%	* Federal Accountability Data File
2028-29	* Chronic All: 7.6% SWD: 9.3% EL: 4.9% In School Suspensions ALL: 2.8% SWD: 4.4% Out of School Suspensions ALL: 2.2% SWD: 5.9%	* Federal Accountability Data File

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

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

Principal Attendance Coordinator Monthly Meetings The system attendance coordinator will meet weekly with all principals to analyze absentee data and develop plans of support for students and families with a particular focus on students in the economically disadvantaged subgroup.	Monthly absentee rates by each school and by subgroup	\$ 0.00	n/a
Summer Learning Camps, Summer Bridge Camps, and 21st Century Grant Summer Camps During each summer, the district will offer a 4-week summer learning camp for rising K-9th students and a summer bridge camp. Summer School will be provided at Greeneville High School using 21st Century Grant funds for 4 weeks in June, focusing on Credit Recovery.	* State-Provided Post Assessments * Brigance screening instrument * Enrollment records * Weekly RTI assessments from the RTI materials. * Bi-weekly STAR assessments for students in RTI * Teacher anecdotal notes and teacher-created assessments.	\$ 0.00	n/a
Continue to Revise Mental Health Support Plan and Hold Monthly Check-in Meetings The chief student services officer will work with the mental health team, school counselors, and school principals to develop and communicate a comprehensive mental health support plan. He will lead monthly support check-in meetings with the mental health support team and school principals at each grade band to ensure that all people who provide support are communicating, not duplicating services, and ensuring that student needs are addressed.	* Agendas from monthly support team meetings * District Excel data of support provided and analyzed by the Chief Student Services officer and mental health support team during monthly meetings. * Discipline data is analyzed by school behavior support teams every 4.5 weeks * Mental Health counseling logs are analyzed by school behavior support teams every 4.5 weeks * Excel spreadsheet data of the number of students and families served with baseline determined in July 2023 based on families served since implementation and types of service provided. This data will be analyzed monthly by the social worker and chief student services officer. * RTI2B team meeting notes	\$ 0.00	n/a
Social Worker Family Support: School Social Workers will serve as liaisons between schools, families, and mental health and general health providers. Duties include: following up with families to make sure mental health and health appointments are attended, providing transportation and food support in conjunction with the family resource center, assisting in helping families find providers and make appointments, and ensuring that release forms are signed so that health and mental health providers can provide information to the school system.	Logs of cases will be monitored by the Student Support Services Officer	\$ 0.00	n/a
School teams will have training and support for Tiered Behavior Strategies: This team is supporting GCS in aligning our RTI2B and RTI programs so that we can build district-wide capacity and maximize our current resources to support students and staff. School teams will have training and support from the district behavior team. The training will be held as needed, and follow-up support will be scheduled to analyze data and make adjustments.	School discipline and absentee data- analyzed monthly	\$ 0.00	n/a

Provide professional learning for GCS teachers around scaffolding and inclusion strategies: The teaching and learning coordinator will work with the Academic Specialist and the leadership team to plan and implement professional learning.	Training dates and agendas Community coaching dates and agenda	\$ 0.00	n/a
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Goal 6

Greeneville City Schools (301) Public District - FY 2027 - LEA Plan - Rev 1



This goal not established.

Greenville City Schools (301) Public District - FY 2027 - LEA Plan - Rev 1

Overview

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement which are now addressed through the LEA plan. One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.
- Explanation of how the district's stated goals can be met within the district's budget which are now addressed through the LEA plan.
- For reports submitted starting in the 2024-25 school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals. Prior year reflection and expenditures are to be completed at the beginning of each school year as a separate section, now located within the LEA planning process.

Each district's TISA accountability report, including goals, strategies, and reflections, are required to be presented to the public for review and comment before the report is submitted to the department.

Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov.

Completed reports should be submitted in ePlan by November 1, 2026.

Resources

[Click here to open the guide.](#)

Goal 1

Greenville City Schools (301) 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
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	41.2%	3rd grade ELA TCAP
Year 2: 2024-2025 school year (Use previous outcome)	48.4	3rd grade ELA TCAP
Year 3: 2025-2026 school year (Use actual outcome)	60%	3rd grade ELA TCAP

* 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?

We will continue the strategies that we used last year. We are expanding to strengthen our early literacy with more resources and materials to use with foundational literacy skills.

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.

1) RTI² and ILPD Implementation with Differentiated Materials Based on AimsWeb CBM Assessments 2) Use of Mastery Connect Item Banks and Benchmark Assessment 3) Reading Plus Software

\$

147,000.00

1) This investment was pivotal in providing targeted intervention and support to students based on real-time data from AimsWeb assessments. The differentiated materials allowed us to tailor instruction to meet individual student needs, particularly for those students performing below grade level. This contributed significantly to our ELA growth, enabling more effective remediation and enrichment. Overall, the investment proved valuable in helping us address gaps and ensure more students met or exceeded expectations. 2) Mastery Connect provided a strong foundation for data-driven instruction, allowing teachers to assess student progress through benchmark assessments aligned to grade-level standards. This tool enabled us to track student growth more precisely and make instructional adjustments throughout the year. The data gathered from these assessments helped inform our instructional decisions and was integral to ELA gains across grades 3-8. 3) The Reading Plus program played a significant role in improving reading comprehension and fluency, particularly for struggling readers. Providing individualized reading practice and comprehension activities supported students in building the skills necessary to meet or exceed grade-level expectations. This software, combined with targeted interventions, contributed to our growth in ELA scores, particularly in the upper elementary grades.

Goal 2

Greenville City Schools (301) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

70% of students in grades 3-8 will score proficient on the math TCAP by 2032 year

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	45.8%	math spring TCAP in grades 3-8.
Year 2: 2024-2025 school year (Use previous outcome)	49.0%	math spring TCAP in grades 3-8.
Year 3: 2025-2026 school year (Use actual outcome)	46.5%	math spring TCAP in grades 3-8

* 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?

In Year 3, our district almost exceeded its original outcomes target for math performance of 44.33%, achieving significant growth in grades 3-8. The percentage of students meeting or exceeding expectations decreased from 49.0% in 2025 to 46.5% in 2026, just short our adjusted target of 51%. This goal was adjusted with our early success towards the initial goal. This notable improvement can be attributed to several key initiatives, including implementing High-Quality Instructional Materials (HQIM) and a strong focus on professional development (PD) to support its use. Our academic coaching model at the elementary and middle school levels, combined with continual professional learning around the HQIM and Instructional Practice Guide (IPG) tool, helped ensure teachers used the new materials effectively.

Furthermore, we implemented the HQIM with fidelity in alignment with our district's Math Vision, reinforcing a consistent approach to math instruction. Mastery Connect item banks and benchmark assessments also contributed to the success, enabling us to track student progress and adjust instruction as needed.

Impact on Future Plans:

Building on this success, we will continue to strengthen our coaching model and provide targeted PD to support the effective use of HQIM further. As we move beyond Year 3, our focus will remain on ensuring alignment with the Math Vision, refining the use of the IPG tool, and utilizing data from Pathways Assessment to inform instruction. We will also explore ways to enhance instructional strategies for students who are still struggling to meet expectations, ensuring that we close achievement gaps across all grade levels.

The foundation we've established in Years 1-3 positions us well for sustained growth. We will continue to leverage our instructional materials and data-driven practices to improve math performance district-wide.

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.
1)Elementary and Middle School Academic Coaching with Continual Professional Learning around HQIM and the IPG Tool 2)HQIM Implemented with Fidelity That Aligns to Our Math Vision 3)Use of Mastery Connect Item Banks and Benchmark Assessment	\$ 30,000.00	1) This investment provided ongoing support for teachers through academic coaching, ensuring they effectively implemented the High-Quality Instructional Materials (HQIM). The coaching model and continual professional learning centered on the IPG (Instructional Practice Guide) tool allowed teachers to refine their instructional practices in real-time. This focus on professional development contributed significantly to our math growth, enabling teachers to deliver more effective lessons aligned with our district's Math Vision. 2) Similar to our approach in ELA, the use of Mastery Connect item banks and benchmark assessments played a crucial role in our success. These tools provided teachers with valuable insights into student progress, allowing for frequent formative assessments that were closely aligned with the standards. The data gathered through these assessments was a key factor in our ability to exceed our Year 1 math targets.