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 2035

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	* We are aiming to score 64.3% from the actual 2025-26 rate of 60.2% of students who meet or exceed expectations (all students category) on the 3rd grade ELA TCAP.	* 2027 3rd Grade ELA TCAP Achievement results
2027-28	* We are aiming to score 64.6% from the projected increase of 64.3% from 2026-27 who meet or exceed expectations (all students category) on the 3rd grade ELA TCAP.	* 2028 3rd Grade ELA TCAP Achievement results
2028-29	* We are aiming to score 64.9% from the projected increase of 64.6% from 2027-28 of students who meet or exceed expectations (all students category) on the 3rd grade ELA TCAP.	* 2029 3rd Grade ELA TCAP Achievement results

* 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**

Train and Support Teachers in ELA - Provide high-quality, actionable professional development for teachers that is relevant and differentiated for the needs of teachers and students and follow that with district-level support for the many initiatives and programs required of them. Teacher coaching has emerged as a promising alternative to traditional models of professional development, especially in small schools like the ones in Weakley County. Each instructional coach will work with teachers to develop instructional strategies and teaching skills in ELA that maximize student learning and outcomes.	Instructional coaches conduct weekly walkthroughs with the IPG walkthrough tool. Each month focuses on a specific core action. Instructional coaches bring their data collected to the monthly instructional coach meeting to refine identified trends.	$ 0.00	Federal Title funding for instructional coach salaries, $386,000.00
Benchmark Effectively - The district will continue a benchmarking program to effectively monitor student achievement of standards throughout the year. The district will administer benchmarks created by MVPA Assessments in 3rd grade ELA. These assessments mimic the length and rigor of TNReady, and feedback provided to teachers will be invaluable in informing instruction.	Benchmark administrations two times per year Reviews of benchmark scores by school data teams	$ 70,000.00	
Provide Interventions and Tutoring in ELA - The district will work to provide interventions to make grade-level learning accessible for all students while stretching and supporting the learning needs of upper-level students. Concerning tutoring and learning acceleration we have secured grants and funding for the 26-27 school year.	RTI2 School Schedules Screening and Progress Monitoring schedules and results Fidelity monitoring Students identified and placed in Tier 2 interventions receive progress monitoring bi-weekly with Fidelity monitoring as needed based on their progress. Students identified and placed in Tier 3 receive progress monitoring weekly with monthly Fidelity monitoring to ensure fidelity of the interventions provided. Acceleration for All tutoring tutors and teachers are collaborating to plan front loaded instruction for tutees. Monitoring unit assessments	$ 65,000.00	All Corps Innovative Tutoring Grant
Reducing Negative Classroom Behaviors - The district will use the IPG Culture of Learning as a walkthrough tool to give teachers feedback regarding the culture of learning in their classroom (environment, expectations, etc.), which will in turn motivate learners and create structures that reduce negative behaviors.	Offering workshops and trainings on deescalating strategies and regulating behaviors. Focus on the environment part of the TEAM evaluation rubric Core action one of the IPG walkthrough tool	$ 0.00	NA

Goal 2

By 2029, grades 3-5 math students (all students category) will move from 52.9% to 58.4% at Meets or Exceeds Expectations level on the TCAP test.

By 2029, grades 6-8 math students (all students category) will move from 50.1% to 56.1% at Meets or Exceeds Expectations level on the TCAP test.

By 2029, grades 9-12 math students (all students category) will move from 41.5% to 47.5% at Meets or Exceeds Expectations level on the End of Course test.

By 2029, 5th grade math students (all students category) will move from Level 1 to Level 4 in growth as reflected in the TVAAS scores.

By 2029, 6th grade math students (all students category) will move from Level 2 to Level 5 in growth as reflected in the TVAAS scores.

By 2029, we will move from 33.6% to 39.6% of Algebra I students (all students category) at the Meets or Exceeds Expectations level on the End of Course Test.

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	* We are aiming to increase from 52.9% to 54.4% of grades 3-5 Math students (all students category) to be at the Meet or Exceeds Expectations level on the TCAP test. We are aiming to increase from 50.1% to 52.1% of grades 6-8 Math students (all students category) to be at the Meet or Exceeds Expectations level on the TCAP test. We are aiming to increase from 41.5% to 43.5% of grades 9-12 Math students (all students category) to be at the Meet or Exceeds Expectations level on the End of Course test. We are aiming for 5th grade math students (all students category) to move from Level 1 to Level 2 in Growth. We are aiming for 6th grade math students (all students category) to move from Level 2 to Level 3 in Growth. We are aiming to increase from 33.6% to 35.6% of Algebra I students (all students category) to be at the Meet or Exceeds Expectations level on the End of Course Test.	* 2027 TVAAS Scores 2027 TCAP Scores 2027 End of Course Achievement results

2027-28	* We are aiming to increase from 54.4% to 56.4% of grades 3-5 Math students (all students category) to be at the Meet or Exceeds Expectations level on the TCAP test. We are aiming to increase from 52.1% to 54.1% of grades 6-8 Math students (all students category) to be at the Meet or Exceeds Expectations level on the TCAP test. We are aiming to increase from 43.5% to 45.5% of grades 9-12 Math students (all students category) to be at the Meet or Exceeds Expectations level on the End of Course test. We are aiming for 5th grade math students (all students category) to move from Level 2 to Level 3 in Growth. We are aiming for 6th grade math students (all students category) to move from Level 3 to Level 4 in Growth. We are aiming to increase from 35.6% to 37.6% of Algebra I students (all students category) to be at the Meet or Exceeds Expectations level on the End of Course Test.	* 2028 TVAAS Scores 2028 TCAP Scores 2028 End of Course Achievement results
2028-29	* We are aiming to increase from 56.4% to 58.4% of grades 3-5 Math students (all students category) to be at the Meet or Exceeds Expectations level on the TCAP test. We are aiming to increase from 54.1% to 56.1% of grades 6-8 Math students (all students category) to be at the Meet or Exceeds Expectations level on the TCAP test. We are aiming to increase from 45.5% to 47.5% of grades 9-12 Math students (all students category) to be at the Meet or Exceeds Expectations level on the End of Course test. We are aiming for 5th grade math students (all students category) to move from Level 3 to Level 4 in Growth. We are aiming for 6th grade math students (all students category) to move from Level 4 to Level 5 in Growth. We are aiming to increase from 37.6% to 39.6% of Algebra I students (all students category) to be at the Meet or Exceeds Expectations level on the End of Course Test.	* 2029 TVAAS Scores 2029 TCAP Scores 2029 End of Course Achievement results

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**

Gathering trends to inform instruction through Math IPG walkthrough - We will use District and School-Level instructional coaches to conduct walkthroughs and collect data. Based on the trends, the district will increase professional development around planning and/or other identified trends.	Monthly PLCs and feedback given to teachers following each walkthrough. Trends collected monthly at the instructional coach meetings from IPG walks to develop PLC topics.	$ 77,000.00	Federal Title funding for instructional coach salaries, $463,000.00
Monitoring and Benchmarking with Fidelity - Instructional coaches and administrators will monitor IFD and curriculum implementation and fidelity. Teachers will identify students with limited growth on the MVPA.	MVPA (Fall and Spring) - predictive benchmarks through Mastery Connect aligned with pacing guides. MVPA Benchmark administrations two times per year. Reviews of benchmark scores by school data teams	$ 0.00	Federal Title funding for instructional coach salaries, $463,000.00
Improve math instruction and conceptual understanding at the elementary level - Math success in middle and high school cannot be improved without a better understanding of math concepts in the early grades. Our students are effective at computation, but they struggle with application. Conceptual understanding must be targeted and taught with procedural knowledge at the elementary level while focusing on mathematical literacy as well as using the continuous improvement cycle focusing on the student work analysis and success criteria.	Student scores on Aimsweb conceptual understanding indicators. Benchmark scores. Principals and the elementary instructional supervisor will analyze observation notes and scores each observation to note implementation of conceptual instructional strategies.	$ 0.00	Federal Title funding for district math elementary coach, $77,000.00
Train and support teachers in Math - district math coach and school-level instructional coaches provide high-quality, actionable professional development for teachers that is relevant and differentiated for the needs of teachers, and follow that with district-level support for the many initiatives and programs required of them.	Administrator PD schedules collected in September, November, and January Teacher In-Service notebooks collected and reviewed in April. (Teachers in Weakley County are required to keep and then submit an inservice notebook each year. The notebook includes dates, times, titles, and notes from inservices attended, signatures, and other evidence of attendance.) Trends collected monthly at the instructional coach meetings from IPG walks to develop PLC topics and identify trends in certain core actions. We will develop teachers from data collected from each core action.	$ 0.00	Federal Title funding for instructional coach salaries, $463,000.00
Continue the implementation of High Quality Instructional Materials and Strategies in Math with fidelity - The district has adopted a math SAVVAS curriculum in all grades. The district will use the Math IPG Core Action 3 walkthrough tool to give teachers feedback regarding mathematics content being tied to curriculum materials and the standards with use of IFDs.	Formal observations and weekly walkthroughs conducted by school leaders to collect trends identified through the learning walks. Instructional coaches will bring their data collected to the monthly instructional coach meetings to refine identified trends.	$ 0.00	NA

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Goal 3

Reach a district College and Career Readiness (CCR) rate of 77.7% by 2028-29 for all students, increasing from 68.7%, with measurable and consistent gains among Students with Disabilities (from 22.9% to 31.9% in 2028-29) and minority students (from 48% to 57% in 2028-29).

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	* Increase our CCR from 68.7% to 71.7% overall, with subgroup improvement from 22.9 to 25.9% for SWDs and from 48% to 51% for minority students. ***The annual targets will be updated later upon CCR data arriving in November 2026.	* HSB data, CCR dashboard, student CCR tracking sheet
2027-28	* Increase our CCR from the projected goal of 71.7% overall to 74.7% overall, with continued subgroup growth from 25.9% to 28.9% for SWDs and from 51% to 54% for minority students. ***The annual targets will be updated later upon CCR data arriving in November 2026.	* HSB data, CCR dashboard, student CCR tracking sheet
2028-29	* Increase our CCR rate from the projected goal of 74.7% overall to 77.7% overall, with subgroup outcomes reaching from 28.9 to 31.9% for SWDs and from 54% to 57% for minority students. ***The annual targets will be updated later upon CCR data arriving in November 2026.	* HSB data, CCR dashboard, student CCR tracking sheet

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**
Increase overall CCR participation through expanded access to early postsecondary opportunities including industry certifications, dual enrollment, WBL, and industry certifications.	CCR tracking dashboard, credential pass rates, dual enrollment participation	$ 16,662.00	Perkins funds, local funding

Increase CCR among Students with Disabilities by expanding access to CTE programs, industry credentials, and work-based learning opportunities aligned with student transition plans.	CCR subgroup data, IEP transition monitoring, credential completion data	$ 0.00	Perkins funds, IDEA transition funds
Increase CCR among minority students through targeted advising, career pathway exposure, and increased enrollment in CTE pathways and dual enrollment courses.	CCR subgroup monitoring, pathway enrollment data	$ 0.00	Perkins funds, local funding

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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

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Goal Statement 1: 3rd Grade ELA Proficiency

70 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2028

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	53.9% without the Summer Retakes 56.1% including the Summer Retakes	WCS uses the Mastery View Predictive Assessments (MVPA) as our benchmark test both in the Fall and the Spring. TCAP ELA 3rd Grade Proficiency as shown from April testing each year.
Year 2: 2024-2025 school year (Use previous outcome)	51.5% without the Summer Retakes 54.2% with the Summer Retakes	WCS uses the Mastery View Predictive Assessments (MVPA) as our benchmark test both in the Fall and the Spring. TCAP ELA 3rd Grade Proficiency as shown from April testing each year.
Year 3: 2025-2026 school year (Use actual outcome)	60.2% of 3rd graders were proficient on the TCAP ELA.	WCS uses the Mastery View Predictive Assessments (MVPA) as our benchmark test both in the Fall and the Spring. TCAP ELA 3rd Grade Proficiency as shown from April testing each year.

* 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?

Based on the progress of an 8.7% increase in proficiency, we will continue to implement some of the same strategies to continue the increase. In 25-26, the district focused on learning acceleration with a front loading model with students identified on the bubble of proficiency through MVPA data analysis, along with other forms of data. This was implemented through tutoring, interventions and small group instruction.

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.

Funding a full-time District RTI coordinator allows the district to oversee correct instructional practices, interventions, resources and data teams at each school.	$ 78,000.00	Having the coordinator position allows the district to accurately identify students who need extra support and scaffolds to meet proficiency. This position ensures practices are streamlined across the district. This position is invaluable to continuing our progression to 70% proficiency in 3rd grade ELA.
Mastery Connect Assessments	$ 73,000.00	Having access to a bank of testing items tied to standards, as well as predictive assessments allow teachers and teacher leaders to make informed instructional decisions that impacts differentiated instruction.

Goal 2

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Goal Statement 2:

48% of graduates will earn at least a 21 ACT Composite Score by the end of the 2027-2028 school year.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	43.5%	ACT official composite scores for Classes of 2023 to 2027 will be used.
Year 2: 2024-2025 school year (Use previous outcome)	42.6% Class of 2024, exceeded the goal of 42%	ACT official composite scores for Classes of 2023 to 2027 will be used.
Year 3: 2025-2026 school year (Use actual outcome)	38.5% Class of 2025, did not make the goal of 44%	ACT official composite scores for Classes of 2023 to 2027 will be used.

* 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?

Our district exceeded the goal for both the 2023-24 and 2024-25 school years for ACT, but did not meet the goal for the 25-26 school year.. The class of 2025 had 38.5% of students with at least a 21 composite on the ACT. Our action plan is clearly working from previous years' results. We have changed the way that the district conducts the ACT bootcamps. ACT prep in the high schools has also changed. The district will work to ensure that all four high schools are following their plans with fidelity.

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.

The district utilized funds to purchase ACT prep materials for all our high schools. Along with providing ACT bootcamps for all Juniors and started incorporating a bootcamp for some of our seniors retaking the ACT. There is a scheduled time during the day for juniors to have ACT prep and we work with seniors before their senior retake to help raise their scores.	$ 7,878.00	The investment has a proven track record to increase student performance on the ACT. We anticipate the next year scores to reflect this.

Goal 3

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☐ This goal not established.

Goal Statement 3:

40% of eighth graders will score at the proficient level on both the ELA and Math TCAP by the end of the 2027-2028 school year.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	30%	WCS uses the Mastery View Predictive Assessments (MVPA) as our benchmark test both in the Fall and the Spring. TCAP ELA and Math 8th Grade Proficiency as shown from April testing each year.
Year 2: 2024-2025 school year (Use previous outcome)	30.8%	WCS uses the Mastery View Predictive Assessments (MVPA) as our benchmark test both in the Fall and the Spring. TCAP ELA and Math 8th Grade Proficiency as shown from April testing each year.
Year 3: 2025-2026 school year (Use actual outcome)	33%	WCS uses the Mastery View Predictive Assessments (MVPA) as our benchmark test both in the Fall and the Spring. TCAP ELA and Math 8th Grade Proficiency as shown from April testing each year.

* Check the response that best describes the progress made on the 2025-26 target toward Goal 3.

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

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

Based on the progress of an 2.2% increase in proficiency, we will continue to implement some of the same strategies to continue the increase. In 25-26, the district focused on learning acceleration with a front loading model with students identified on the bubble of proficiency through MVPA data analysis, along with other forms of data. We will also use AIMSweb screeners to identify students who are in need of improvement.

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

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

Funding a full-time District RTI coordinator allows the district to oversee correct instructional practices, interventions, resources and data teams at each school.	$ 78,000.00	Having the coordinator position allows the district to accurately identify students who need extra support and scaffolds to meet proficiency. This position ensures practices are streamlined across the district.
Mastery Connect Assessments	$ 73,000.00	Having access to a bank of testing items tied to standards, as well as predictive assessments allow teachers and teacher leaders to make informed instructional decisions that impacts differentiated instruction.
Secondary Math (6-12) District-Level Coach	$ 78,000.00	The district-level math coach position is invaluable in helping to move students to our goal of proficiency. She works with individual teachers, plans the learning walks, and participates in planning sessions and PLCs.

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