Obion County Schools (660) 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
Obion County

* Director of Schools Name
Tim Watkins

* District Planning Lead Name
Greg Barclay

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* District TISA Accountability Lead Name
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Resources

Click here to open the guide.

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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.

Tim Watkins, Director of Schools
Dr. Greg Barclay, Assistant Director of Schools
Kimberly Jackson, Federal Programs Director
George Leake, CTE Director/6-12 Supervisor
Sandy Simpson, PreK Director/K-5 Supervisor
Dawn Robertson, Special Education Supervisor
Adam Stephens, Data Analyst/RTI Coordinator
Dr. Brittany Simmons, Hillcrest Principal
Maria Matheny, Obion County Middle School Assistant Principal
Linda Crigger, Obion County Middle School Assistant Principal
Krista Vise, Lake Road Assistant Principal
Chris Lownsdale, OCCHS Principal
Cody Austin, OCCHS Assistant Principal
Brenna Ray, OCCHS Assistant Principal
Melissa Merritt, Lake Road Principal
Candace Thweatt, Hillcrest Assistant Principal
Laura Pitts, South Fulton Middle/High Principal
Dr. Eric Lipford, South Fulton Middle/High Assistant Principal
J.B. Suiter, Obion County Middle School Principal
Sandi Bigham, South Fulton Elementary Principal
Shawn Johnson, South Fulton Elementary Assistant Principal
Ashlee Elks, Parent
Jamie Morris, Parent
Whitney Parish, Parent
Tina Lunsford, Parent
Jenny Beth Hepler, Parent

Shelby Quinn, Parent
Kesha Noles, Parent
Lauren Hardy, Parent
Aaron Scott, Parent
Misty Menees, Parent
Amanda Spicer, Teacher
Jeanna Walker, Teacher
Rebekah Carman, Teacher
Hamilton Hudson, Teacher
Julie Everage, Teacher
Dana Hart, Educational Assistant
Jennifer Fulcher, Educational Assistant

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.

The planning team meets often in the developing stages of the plan to discuss the needs assessment, other pertinent data, and eventually to develop the plan and formulate strategies and action steps. Initially the meetings involve Central Office staff. All members are not able to attend every meeting, so we schedule parts to be completed after reviewing the data. We consider the school administrators to be part of our district leadership team, so we discussed our initial thoughts from data analysis and asked for their input and feedback to develop the plan. The next step was to involve stakeholders. We recorded a PowerPoint with information about previous goals and recent data and posted that video to our school system Facebook page. We also sent it to every employee and board member in our school system listserv. Upon viewing the recording, those who chose to view the video completed a survey with information about the direction of our plan. This feedback was used for the initial generation of our plan. We plan to revisit each goal according to the dates provided for each throughout the year to determine progress made, identify needs as they arise, and revise the plan as needed with input from our stakeholders. We will revisit our plan frequently throughout the year to determine the progress by analyzing all the data available, and we will continue this process for the upcoming year.

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.

In order to provide a well-rounded education to ensure successful educational experiences for all students, Obion County Schools offers services for all students as follows:

Three at-risk preschool classrooms, two general education and one special education, at Lake Road Elementary (2) and Hillcrest Elementary (1)
A solid foundation in the strong voluntary Pre-K program at all elementary schools
Strong phonics support in grades K-2 for all students using HQIM
Tutoring support in grades K-4 through Kids First funded by a TN Tutoring Grant
Tier I instruction support for ELA in grades 5-12 through Kids First funded by the Literacy Materials Implementation Support Grant
A comprehensive Career and Technical Education program that prepares Ready Graduates. These programs are available to students in grades 9-12. Several pathways exist for Obion County students, including:
STEM
STEM Aviation
Health Science
Human Services
Fine Arts
Math and Science
Criminal Justice
Residential and Commercial Construction
Agriculture
Automotive Maintenance and Light Repair
Cosmetology
Manufacturing (Welding)
Mechatronics
Coding
Business
Hospitality and Tourism
Marketing
Entrepreneurship
Training for PK-12 content area teachers in utilizing the focus documents for ELA, math, and science, creating rigorous lessons, and developing appropriate assessments
ACEs and Trauma-informed Practices presentations to teachers and EAs
School leadership teams (PreK-12)
Coordinated School Health emphasis on mental and physical health
Three districtwide, locally funded social workers, as well as a grant-funded liaison at Obion County Central High School to address social and emotional needs of students
Safety measures which focus on physical safety of the students, staff, and buildings
Collaboration with staff at the Northwest CORE office for long-range planning, literacy and math walks, and developing our instructional coaches
Increased student access to technology through a 1-to-1 computer initiative in grades 3-12 and increased access in the lower grades with computer carts for each content area in grades 3-5
Interactive learning panels in classrooms throughout the district
Positive behavior interventions systems and implementation of restorative practices in schools across the district
Through Obion County's District Plan, efforts will be made through the identified goals to ensure that students are at school, increasing achievement in their coursework, specifically with literacy, and being part of a more inclusive environment.
Funding sources for these activities are a combination of federal funds, state grant funds, privately donated funds, and general-purpose funds.
For grades 6-12, Carl Perkins, Carl Perkins Reserve, Innovative School Models (ISM), and other grant funds will be utilized.
Beginning in the 2026-2027 school year, the schools with 6-12 grade bands (Obion County Middle School, Obion County Central High School, and South Fulton Middle/High School) will utilize training received from Ron Clark Academy to institute a house system in an effort to build community within their schools. Additionally, the potential for student mentorship opportunities will be present.
At the same time, the schools with PreK-5 grade bands (Hillcrest Elementary, Lake Road Elementary, and South Fulton Elementary) will also utilize practices learned from Ron Clark Academy to institute more consistency across grade levels and with grade levels.
Over the next three years, attention to rigor across all grade bands and classes, maintaining opportunities available to students and increasing in specific

areas, and working to build school culture will enable Obion County Schools to improve in all necessary areas in its efforts to provide a well-rounded education to its students.

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.

Many procedures are in place to ensure students and staff are safe during the school day. Emergency Operations Plans are updated annually under the guidance of the district's SAVE Act Coordinator. Drills and/or tabletop exercises are performed on a regular basis at each school. All schools have an SRO funded by grants and the local governing board with Obion County Central High School and Hillcrest Elementary having two SROs in place. OCCHS will continue to have two SROs, and the newly created Obion County Middle School will also have two SROs beginning in the 2026-2027 school year. Traffic gates are used to limit access to school campuses. Beginning in the 2022-2023 school year, Obion County Schools partnered with the Obion County Sheriff's office to utilize a detection canine so that SROs work with the dog and are able to utilize this detection device when deemed appropriate at the local level. Panic buttons have been installed in all our schools' main offices. Security camera upgrades are consistently put into place to keep current cameras operational and provide additional lines of sight in schools. Obion County Schools also has a Raptor school safety management system in place at each school and a panic button app that can be downloaded by each employee to allow law enforcement to be contacted from any point in any building. Additionally, Obion County contracts with LifeCheck Systems for door closure check software, which is completed three times daily by SROs and building-level administrators. Obion County has joined LifeCheck for a pilot to install increased door closure check software that will alert SROs and building administrators in the event a door is left open for longer than the time designated by the school. During the 2024-2025 school year and through the Public School Security Grant, Obion County Schools had ballistic film installed at all major entrances of all seven schools. During the 2026-2027 school year, Obion County will add metal detectors to three of its campuses with the ability to transport the devices to other campuses as needed.

Each school is staffed with a licensed nurse to dispense medications and to provide medical services throughout the day. The district also employs a school psychologist to provide support to students experiencing social and/or emotional difficulties. Using local funds, three systemwide social workers are in place to work among the six schools. Also, in partnership with Carey Counseling and through a state grant, Obion County Central has a full-time behavioral health liaison stationed at the school for more intensive behavioral health interventions. South Fulton Middle/High has also been approved to have the same position; however, staffing the position has been an issue since approval, and that service has not been available for those students.

The Director of Coordinated School Health has implemented many programs to help students, including the backpack program, where economically disadvantaged children are provided food over the weekend. This program is administered at each of our six schools. She has also established a cooperative agreement with some of the local mental health agencies to provide counseling to some of the more troubled students, including alternative school students. Le Bonheur On the Move is a presence at each of our schools, providing mental health resources that would otherwise be unavailable in this area. The Director of Coordinated School Health worked with local businesses to place emergency buckets in each classroom so that students and teachers have necessities in the event of an emergency situation that requires them to shelter in place for an extended period of time. Each year, the Director of Coordinated School Health and school nurses worked to train all educators on the Stop the Bleed initiative, which gives those trained life-saving information in the event of a crisis situation. Also, the Director partnered

Five of the six schools have an after-school program with tutoring and enrichment activities for students who desire or need such services at little or no cost.

These programs are well attended, serving approximately 500 students per day. Many schools also have a mentoring program to provide support for students who are struggling in some area. All the elementary schools have guidance classes which teach character education, anti-bullying strategies, and a curriculum for soft skills.

A climate survey is given each year to students, teachers, and parents. The results are analyzed and discussed with school administrators to gain an understanding of the teacher, student, and stakeholder perceptions of the climate of each school.

Through the systems already in place as well as those being added, Obion County Schools has established a preventative mindset in terms of the safety of its schools. With this mindset and through the continued partnership with local first responders, Obion County will continue to attempt to be in front of any possible safety issues that may arise. As advancements in technology come about and new practices are developed, Obion County Schools will work to implement and learn any necessary practices, research, and information.

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.

ESSER funding and other grants were used to provide 1:1 devices for students in grades K-12, and carts of devices for each content area classroom in grades K-8. Because many of our students live in areas of the school district that lack access to the internet, we have purchased hot spots for each exterior school building with ESSER 1.0 funds to provide a location for families to access the internet by driving to their school parking lot any time. We have reached the point that original devices need to be cycled out; therefore, a long-range plan has been developed to utilize the school system budget to purchase new devices. Our local electric system has also begun a long-range plan to add fiber around the county to enable families to access the internet from their homes. While their plan is not complete, there are various locations that offer internet to families, in addition to the access provided at the school sites. We are also using E-Rate funding to upgrade the wireless system within the school buildings.

Interactive smartboards have been installed in all classrooms.

The district provided professional development for teachers that focused on effective instructional practices regarding technology usage. Evaluators are assessing the use of technology during classroom observations. We also have the ability to track usage of instructional programs/software at the district office. We have purchased a software program for grades 3 through 8 specifically designed to adapt to students' needs in math and reading. Our ELA, math, and science HQIM includes online access for our students to use during in-person, as well as virtual instruction. Our instructional coaches and supervisors visit classrooms to determine the use by students in these areas. Our teachers also utilize programs for their particular content areas using websites they have found to enhance their instruction. District employees have also been trained on ways to implement the use of Artificial Intelligence in its classrooms and redelivered to employees within schools. Districtwide AI teams consisting of both teachers and students are being planned so that effective practices and safety can be discussed while providing students with a voice about the use of AI.

Our challenges around implementation have come from network and equipment issues. We have addressed these issues by upgrading our wireless network and adding two additional technicians to our technology staff to keep up with the demand of addressing the issues created by adding more student devices to our district. We have accomplished this by the use of E-Rate funds for the network upgrade. Other challenges, which are not events that often occur, include damage of devices by some students, and parents who do not want to be responsible for a device for their child. In these instances, we have installed lockers for students to store their device at school but continue to allow them access during the school day.

Obion County Schools is seeking to maintain the technology use that is present currently in its schools. Planning is currently underway to shift to Apple computers over the next 3 years, which will move the school system to a different operating system. That shift will require teachers to learn some new technical methods while maintaining the continued understanding of technology use to instruct students more effectively.

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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.

For our schools with a federal designation, all three have been designated for Students with Disabilities. Obion County is supporting those schools through frequent monitoring of each student's Least Restrictive Environment while working to give our students access to the general education classroom to the fullest extent possible. Multiple benchmark assessments and summative state assessments provide data to make determinations regarding student progress. Our schools receive coaching relative to areas needing improvement as determined by such metrics. One of our schools, Hillcrest Elementary, was also designated for students facing economic disadvantages. For both our students with disabilities and students facing economic disadvantages, student attendance is emphasized at both the school level and district level. Data is collected at each 20-day period, disaggregated, and distributed by the district. Additionally, a districtwide attendance initiative with partnerships from area businesses, which emphasizes the importance of being present, has begun during 2025-2026 in an effort to get our students with disabilities and students facing economic disadvantages attending with higher regularity. Finally, Obion County Schools has recently been awarded the Comprehensive Literacy State Development Grant and will begin its implementation in February 2026. Through this grant, Obion County will increase its use of the IPG, which includes the fourth Core Action - Acceleration for All, and continue its participation in Acceleration for All convenings to support both students with disabilities and students facing economic disadvantages. Black Oak Elementary was closed at the conclusion of the 2024-2025 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).

For our schools identified with a federal designation for students with disabilities, Obion County has been working to add personnel equitably to schools relative to the population of students with IEPs. Decreased caseloads and more service time for students in general education settings have been the metrics impacted by the increase of teachers with endorsements in special education. Even with the reorganization of schools in Obion County, this practice will continue. Also, the frequent monitoring of the LRE for students with disabilities is utilized to ensure academic opportunities for students with disabilities in the general education classroom to the greatest extent possible.

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).

Obion County will utilize various forms of data to monitor the implementation of strategies for our schools with a federal designation. Student performance on both district-provided assessments and end-of-year assessments will be analyzed, student attendance data will be reviewed and analyzed, and LRE data for students with disabilities will be monitored frequently.

Identify Priorities and Root Causes

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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.

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

* In ELA, growth scores for all students have trended downward over the last three years. In the 2024-2025 school year, growth scores for students with disabilities saw a drop that had not been seen in recent years. Proficiency in 3rd grade ELA has been stagnant since the inception of the Tennessee Learning Loss Remediation and Student Acceleration Act. Grade band 3-5 and SWD and Economically Disadvantaged student groups.	* Data reports have previously centered around moving students into proficiency, ultimately moving focus away from students who were incapable of reaching proficiency. In previous years, Obion County had been a SPDG district and carried out other grant-funded initiatives to improve outcomes for all students, and those initiatives showed strong growth across all subgroups.	* While data collection on student progress is robust in Obion County and widespread knowledge about where students will perform can be predicted with approximately 95% confidence, student growth in ELA is trending downward. Additionally, student attendance is improving annually, which means more students are present for instruction. Therefore, instructional practices seem to be a root cause for the downward growth trend. The change in all student subgroups in the 2024-2025 school year may have been caused by the impending closure and reorganization of Obion County's school configuration. Uncertainty regarding student placement and teacher employment were present in the district and continued to be present for the majority of the 2025-2026 school year.

* In math, growth scores for all students have either moved in a downward trend or been consistent with a drop at the conclusion of the 2024-2025 school year. As with ELA., in recent years, subgroups were growing annually but experienced a drop in the 2024-2025 school year. Grade band 3-5 and SWD and Economically Disadvantaged student groups.	* Data reports have previously centered around moving students into proficiency, ultimately moving focus away from students who were incapable of reaching proficiency. Teacher focus on data and collaboration in middle grades math has proven effective for student proficiency levels with grades 6-8 consistently performing at over 55% proficiency in each grade.	* While proficiency levels in middle grades math are within the top 15 school systems in the state, the 3-5 and 9-11 grade bands have not followed suit. Additionally, with the robust knowledge and 95% confidence of where students are projected to perform, teaching practices similar to those of the 6-8 teachers have not been replicated. The change in all student subgroups in the 2024-2025 school year may have been caused by the impending closure and reorganization of Obion County's school configuration. Uncertainty regarding student placement and teacher employment were present in the district and continued to be present for the majority of the 2025-2026 school year.
* For college and career, the percentage of students scoring 21 or greater has been inconsistent but maintains a similar level to the state percentage. Additionally, ACT growth overall as well as across subgroups never reaches level 3.	* Historically, ACT improvement has occurred when a higher achieving class takes the test. Sustainable improvement did occur at the larger high school, OCCHS, from 2014-2018, during which time the average score for the graduating class increased by at least .5 of a point for five consecutive years. At the smaller high school, South Fulton Middle/High, skinny periods dedicated to ACT prep have caused increases in student scores in some years.	* Attention to ACT seems to be the trigger that causes movements in the percentage of students scoring 21 or higher. In Obion County, attention often comes after EOC and TCAP testing, which does not allow for sustained improvement. Even in years that experienced consistent improvement, growth according to TVAAS only sometimes reached Level 3.

* For climate and access, chronic absenteeism has been an ongoing initiative for improvement in Obion County. All students, including those who are historically absent (i.e. economically disadvantaged, students with disabilities, etc.), miss too much school. Obion County does fall below the state with the percentage of chronically absent students, but that percentage is still above 10% of students across the district. Currently, with district-provided data, Obion County is showing lower percentages than in any previous year since chronic absenteeism was a reported metric (12.5% as of the 120th day).	* In recent years, Obion County has emphasized student attendance with the use of data, longitudinal research regarding student attendance, and strong building-level focus from assistant principals. Increased attention, including a districtwide attendance team and a campaign engaging local businesses, has been an initiative during the current school year. More attention to the issue has produced better results.	* In some instances, families do not understand the impact that missing school can have on a child's future; thus, many families do not have any issues with missing school 2-3 times per month. When students are cited to court for truancy, which is often present with chronic absenteeism, the court's ability to intervene is limited in this rural area. In this era of school choice, many families also enact their choice when attempts to hold them accountable are made. Obion County's schools have taken the stance of working to improve the culture within each building as a means to increase student achievement while also holding students accountable, even when parents may not want that accountability for their child.

* Graduation rate in Obion County has been increasing over the last three years both for all students and students with disabilities. For all students, the federal graduation rate has gone from 84.1% in 2023 to 88.5% in 2024 to 94.6% in 2025. For students with disabilities in that same time, the percentages have gone from 27.8% to 47.6% to 93.8%.	* At both high schools, individuals are in place to review and provide assistance for students who may be falling behind. Additionally, programs, including the Accelerated Graduation Program, seeks to aid students towards gaining credits towards a high school diploma. Additionally, steps have been made for caseworkers of students with disabilities to learn more about transition into high school and beyond high school to assist students in gaining their high school diploma. Finally, tracking students through high school, including when they depart Obion County, has impacted data around student completion.	* Substantial gains have been seen in graduation rates for Obion County students over the last three years. Those gains have come from an increased focus from multiple stakeholders.

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 2032

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	* From 41.3% to 42.7% Proficient	* AIMs Web, Mastery View Predictive Assessment, TCAP
2027-28	* From 42.7% to 44.2% Proficient	* AIMs Web, Mastery View Predictive Assessment, TCAP
2028-29	* From 44.2% to 45.6% Proficient	* AIMs Web, Mastery View Predictive Assessment, 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**
Obion County Schools will utilize the Tennessee Tutoring Grant to partner with Kids First and to coach tutors, interventionists, and educational assistants on the IPG to improve K-4 student instruction in districtwide high dosage, low ratio tutoring. The reason we are focusing on tutoring is due to lack of student growth across all grade levels. Kids First will work with each schools' tutors to ensure consistency in instructional strategies using the HQIM used during tutoring to strengthen students' reading ability.	Ongoing data obtained through progress monitoring and IPG walkthroughs	$ 0.00	Tennessee Tutoring Grant - $78,400

Building administrators and teachers will receive professional development to better implement our adopted high-quality instructional materials in the tier 1 setting. The need for this stems from the stagnant nature of our 3rd grade proficiency. This professional development will be ongoing throughout the year but will occur quarterly at a minimum. The Knowledge IPG and our adopted curriculum will be utilized to provide professional development.	Data obtained from IPG walkthroughs Benchmark data to check student proficiency Summative assessment data	$ 46,000.00	
Obion County is focusing on ESL instruction on grade-level English language acquisition. This strategy is being implemented to help ESL learners understand tier 1 instruction more readily. Students will receive services every day and are using our adopted high-quality instructional materials to front load instruction and are also utilizing supplemental resources to support English learning.	ELPA 21 Summative Assessment Benchmark data to check student proficiency Summative assessment data	$ 0.00	Title - $14,700
Our third grade classrooms are now completely departmentalized (some schools have previously been self contained). With the reconfiguration of our PreK-5 schools, our third grade populations are larger, which increases the number of teachers in that grade level. This will allow division of duties with our third grade students and allow an interventionist to focus on third grade standards along with the ELA teacher. During the 2025-2026 school year, our largest school with third grade adopted this process and experienced success. Making this a districtwide practice should continue to increase our progress. In our smallest PreK-5 school, the work of the interventionist will not be as regular, but the practice will still be adopted.	Benchmark data to check student proficiency Summative assessment data	$ 0.00	

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Goal 2

Obion County Schools will improve from Level 1 to Level 3 and maintain level 3 growth or better in all ELA tested grade levels through May 2029.
Subgroup: Students with disabilities - Improve from Level 1 to Level 3 growth or better

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 from Level 1 to Level 3 growth or better for all students and all student subgroups Subgroup: Students with disabilities - Increase from Level 1 to Level 3 growth or better	* TVAAS, district benchmarks, district-created data sheets
2027-28	* Maintain Level 3 growth or better for all students and all student subgroups Subgroup: Students with disabilities - Maintain Level 3 growth or better	* TVAAS, district benchmarks, district-created data sheets
2028-29	* Maintain Level 3 growth or better for all students and all student subgroups Subgroup: Students with disabilities - Maintain Level 3 growth or better	* TVAAS, district benchmarks, district-created data sheets

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**

Obion County Schools will utilize the ELA Literacy Implementation Support Grant to partner with Kids First and to coach ELA teachers and administrators on the Instructional Practice Guide (IPG) to improve Tier 1 instruction in 5-12 ELA classrooms districtwide. The reason we are focusing on literacy is due to regression or stagnant growth across all grade levels. Kids First will work with Obion County over the next four years and be in Obion County for 25 days annually. As part of this partnership, Obion County administrators will also receive training on utilization of the IPG for sustainability once the partnership has ended. The frequency of administrator training has not yet been determined. Kids First will utilize the Tennessee Knowledge IPG and our adopted ELA curriculum.	Ongoing data obtained from IPG walkthroughs conducted for each teacher quarterly at a minimum TVAAS growth scores District-created data sheets	$ 0.00	LEA Literacy Implementation Support Grant - $90,000
Obion County Schools will utilize the Tennessee Tutoring Grant to partner with Kids First and to coach tutors, interventionists, and educational assistants on the IPG to improve K-4 student instruction in districtwide high dosage, low ratio tutoring. The reason we are focusing on tutoring is due to lack of student growth across all grade levels. Kids First will work with each schools' tutors to ensure consistency in instructional strategies using the HQIM used during tutoring to strengthen students' reading ability.	Ongoing data obtained through progress monitoring every two weeks and IPG walkthroughs conducted quarterly at a minimum.	$ 0.00	Tennessee Tutoring Grant - $78,400
Obion County is focusing on ESL instruction on grade-level English language acquisition. This strategy is being implemented to help ESL learners understand tier 1 instruction more readily. Students will receive services every day and are using our adopted high-quality instructional materials to front load instruction and are also utilizing supplemental resources to support English learning.	ELPA 21 Summative Assessment Benchmark data to check student proficiency Summative assessment data	$ 0.00	Title - $14,700
High school English teachers will visit classrooms of teachers from other school systems who have shown positive student growth.	Benchmark data to check student proficiency Summative assessment data	$ 0.00	

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Goal 3

Obion County Schools will improve from Level 1 to Level 3 and maintain level 3 growth or better in all math tested grade levels through May 2029.
Subgroup: Students with disabilities - Improve from Level 1 to Level 3 growth or better

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	* Improve from Level 1 to Level 3 growth or better for all students in all tested math subjects Subgroup: Students with disabilities - Improve to Level 3 growth or better	* TVAAS, district benchmarks, district-created data sheets
2027-28	* Maintain Level 3 growth or better for all students in all tested math subjects Subgroup: Students with disabilities - Maintain Level 3 growth or better	* TVAAS, district benchmarks, district-created data sheets
2028-29	* Maintain Level 3 growth or better for all students in all tested math subjects Subgroup: Students with disabilities - Maintain Level 3 growth or better	* TVAAS, district benchmarks, district-created data sheets

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**
Math coach will work with identified teachers to model instruction, coach grade-level standards using HQIM, assist implementation of IFDs, and provide professional development. The need for this comes from lack of growth in some areas of math across the county. The math coach will work with the identified teachers bi-weekly at a minimum and will utilize the math IPG, math instructional focus documents, and the adopted math curriculum.	AIMs Web, Mastery View Predictive Assessment, district-created data sheets, math IPG walkthroughs, TVAAS	$ 0.00	Title - $80,730

Enact peer observations for 3rd-5th math teachers to watch 6th-8th math teachers with the assistance of the math coach. The need for this stems from high performance in grades 6-8 and lesser performance in the lower grades. Peer observations will occur quarterly, and the math IPG and Obion County's adopted math curriculum will be utilized.	Mastery View Predictive Assessment, district-created data sheets, math IPG walkthroughs, TVAAS	$ 1,200.00	Title - $80,730
High school math teachers will visit schools in other school systems who have shown positive growth with high achieving students, since our 8th grade students annually display high achievement and high growth.	Benchmark data to determine student progress Summative assessment data	$ 0.00	

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☐ This goal not established.

Goal 4

Obion County Schools will increase our district ACT composite score from 19.0 to 20.0 by May 2029
Subgroup: Students with disabilities - from 14.2 to 15.1 by May 2029

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	* All students - from 19.0 to 19.3 Students with disabilities - from 14.2 to14.5	* ACT data files
2027-28	* All students - from 19.3 to 19.6 Students with disabilities - from 14.5 to14.8	* ACT data files
2028-29	* All students - from 19.6 to 20.0 Students with disabilities - from 14.8 to15.1	* ACT data files

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**
Creation/Utilization of "skinny" period, which will last 25 minutes daily, for schoolwide ACT prep instruction. The need for this arises due to stagnant ACT scores and the belief that dedicated time is needed to increase ACT success. All 9-12 students will meet in these skinny periods daily. Previous ACT scores and IXL will be utilized.	Practice ACT exams IXL progress	$ 50,000.00	Innovative School Models PD funding for ACT Summit- $8,000 Innovative School Models PD funding for ACT Strategies training- $2,000

PreACT and PreACT 8/9 practice tests for all students in grades 8-11. This strategy is being implemented to give students familiarity with the ACT platform, especially since it has become a digital test. Also, students will gain familiarity with ACT testing. These practice tests are given once annually to each 8-11 student. The purchased practice tests will be utilized to accomplish this task.	Reported scores on practice exams given during the year relative to how those scores translate to ACT scores Tracking of student progress as they take multiple ACT tests	$ 15,000.00	
The ACT Work Keys assessment will be given to juniors and/or seniors. Obion County showed sustained ACT success previously over a 5-year period when this test was given, and the belief is that the Work Keys was responsible for a portion of that success, especially for students who had no plans to attend a four-year university and did not see value in the ACT. The test will be given at least once annually to juniors or seniors, and the Work Keys assessment will be what is utilized for this strategy.	Reported scores on the Work Keys assessment	$ 0.00	

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☐ This goal not established.

Goal 5

Obion County will decrease chronic absenteeism from 12.2% to 9.2% by 2029.
Subgroup: Economically disadvantaged from 22.6% to 16.6% by 2029.

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	* 12.2% to 11.2% chronically absent - all students 22.6% to 20.6% chronically absent - economically disadvantaged	* Accountability Data files, Reports gathered from district's SIS
2027-28	* 11.2% to 10.2% chronically absent - all students 20.6% to 18.6% chronically absent - economically disadvantaged	* Accountability Data files, Reports gathered from district's SIS
2028-29	* 10.2% to 9.2% chronically absent - all students 18.6% to 16.6% chronically absent - economically disadvantaged	* Accountability Data files, Reports gathered from district's SIS

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**

Distribution of Absenteeism Information - Information will be distributed at PreK and Kindergarten registration and other school events, including parent-teacher conferences, that provide research on the adverse impacts of chronic absenteeism. This strategy is to educate parents/guardians about the effects of chronic absenteeism. The information is handed out annually per event, and district-created materials using chronic absenteeism research are utilized. Parent-teacher conferences occur twice; therefore, the information is provided two times per school year for that event.	20-day percentages of chronically absent students with disaggregation among grade levels	$ 0.00	
Parent/Student Meeting about the Effects of Absenteeism - Informational meetings about chronic absenteeism will be held at the beginning of the year open houses and freshman orientation. School administrators make daily calls to parents whose students are absent. School counselors discuss good attendance practices with students. Per the tiered attendance policy, contracts are put in place for students who are truant. Also, the attendance of Students with disabilities will be tracked by case managers quarterly. Other than the beginning-of-year meetings, this strategy is used on an as-needed basis per student. The meetings to begin the year are held annually.	20-day percentages of chronically absent students with disaggregation among grade levels	$ 0.00	
Collection and Distribution of Chronically Absent Students - At each 20th day of school (20, 40, 60, 80, 100, 120, 140, 160, and 177), reports with students chronically absent at each point will be generated and distributed to each school. Additionally, the data will be disaggregated into varied tiers (i.e. for 100 days, tiers of 10, 11-13, and 15+ absences) and grade levels. This strategy is used every 20 days and is intended to keep schools cognizant of student absenteeism in real time so that interventions can be implemented. The student information system is utilized to generate the needed reports.	20-day percentages of chronically absent students with disaggregation among grade levels	$ 0.00	
Implementation of a Districtwide Attendance Team - School Administrators, School Counselors, Nurses, Student Support Specialists, Behavior Specialists, the Coordinated School Health Director, and the Communications Director meet every 20 days shortly after new data has been gleaned to discuss various aspects of student attendance and collaborate on methods for improvement. This team meets every 20 days. The reason for the implementation of the team is to spread the amount of people who are discussing absenteeism and provide additional thoughts and ideas about methods for combatting it. Our student information system is utilized to provide the necessary data for this team.	20-day percentages of chronically absent students with disaggregation among grade levels	$ 0.00	

Goal 6

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This goal not established.