DISTRICT INFORMATION		
District Name		Crockett County
Director of Schools Name		Phillip Pratt
District Point of Contact for TISA Accountability Report	Name	Judith Hoover
	Phone Number	731-696-2604
	Email Address	judy.hoover@crockettcavs.net
Percent of 3rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the spring TCAP		42.9

DISTRICT GOAL STATEMENT(S)	
Goal Statement 1: 3rd Grade ELA Proficiency[2]	**70** % of students will score proficient on the 3rd grade ELA TCAP by **2028** year
Goal Statement 2:	4th - 10th grade ELA Proficiency
Goal Statement 3:	3rd - 11th grade Math Proficiency
Goal Statement 4:	College and Career Readiness
Goal Statement 5:	

[2] ***Note:*** *This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.*

School Year	Annual Outcome(s)	Associated Metrics/Data	**Action Steps** This may include descriptions of district-based programs, staffing, and intervention services for students.	**Describe how your district intends to use their budget to execute the action steps and meet the stated goal.** *Optional:* Provide a copy of your district's budget when submitting this report to the department.
Goal Statement 1: 3rd grade ELA proficiency[3]	70% Proficiency in 3rd grade Reading			
Year 1: 2023-24 school year	44% Proficiency in 3rd grade Reading	Stated year TCAP 3rd grade Reading	Consistent unit and lesson prep implemntation of ELA HQIM K-12; Consistent feedback using IPG; High dosage, low ratio tuturing for at-risk or retained 3rd grade students; RTI2; Summer Programming;	HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implemenation; 2 instructional coaches to suport individual,small, and whole group coaching, professional development sessions for district leaders, school leaders, and additional full-time assistant principals at all three elementary schools who supports PLCs and provide instructional support and feedback to classroom teachers; High Dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and tutoring resources and 3 grade-band specific tutors; RTI2: Funds will be used to ensure all tiers have the

[3] The annual outcome for 3rd grade ELA proficiency must include, but is not limited to, the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next 3 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. If the district already has 70% or more of 3rd grade students proficient in ELA, it is not required to state in your annual outcomes the 15% gap closure, but must still detail annual outcomes and metrics to either maintain or increase your district's 3rd grade ELA proficiency rates and other stated district goals.

School Year	Annual Outcome(s)	Associated Metrics/Data	**Action Steps** This may include descriptions of district-based programs, staffing, and intervention services for students.	**Describe how your district intends to use their budget to execute the action steps and meet the stated goal.** *Optional:* Provide a copy of your district's budget when submitting this report to the department.
				necessary materials and resources. Addtionally, these dollars will support the staffing of at least 1 interventionist per school; Summer Programming: Funds will be paired with state-provided dollars to support summer programing for 3rd grade students. These dollars will specifically provide additional classroom resources and staffing.
Year 2: 2024-25 school year				
Year 3: 2025-26 school year				
Year 4: 2026-27 school year				
Year 5: 2027-28 school year				
Goal Statement 2:	4th - 10th grade ELA Proficiency			
Year 1: 2023-24 school year	2% increase in ELA Proficiency in each grade level	Measured by the stated year grade-level ELA TCAP and fall/spring English I and II EOC	Consistent unit and lesson prep implementation of ELA HQIM K-12; Consistent feedback using IPG;	HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implemenation; 3 instructional coaches to suport individual,small, and whole group

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			High dosage, low ratio tutoring for at-risk students; RTI2; Summer Programming	coaching, professional development sessions for district leaders, school leaders, and additional full-time assistant principals at all three elementary schools who supports PLCs and provide instructional support and feedback to classroom teachers; High Dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and tutoring resources and 3 grade-band specific tutors; RTI2: Funds will be used to ensure all tiers have the necessary materials and resources. Addtionally, these dollars will support the staffing of at least 1 interventionist per school; Summer Programming: Funds will be paired with state-provided dollars to support summer programing for students. These dollars will specifically provide additional classroom resources and staffing.

School Year	Annual Outcome(s)	Associated Metrics/Data	**Action Steps** This may include descriptions of district-based programs, staffing, and intervention services for students.	**Describe how your district intends to use their budget to execute the action steps and meet the stated goal.** *Optional:* Provide a copy of your district's budget when submitting this report to the department.
Year 2: 2024-25 school year				
Year 3: 2025-26 school year				
Year 4: 2026-27 school year				
Year 5: 2027-28 school year				
Goal Statement 3:	3rd - 11th Math Proficiency			
Year 1: 2023-24 school year	2% increase in Math Proficiency in each grade level	Measured by the stated year grade-level Math TCAP and fall/spring Algebra I, Geometry, and Algebra II EOC	Consistent unit and lesson prep implementation of Math HQIM K-12; Consistent feedback using IPG; High dosage, low ratio tutoring for at-risk students; RTI2; Summer Programming	HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implemenation; 3 instructional coaches to suport individual,small, and whole group coaching, professional development sessions for district leaders, school leaders, and additional full-time assistant principals at all three elementary schools who supports PLCs and provide instructional support and feedback to classroom teachers; High Dosage, low ratio tutoring: Funds will be used to support additional materials, and tutoring resources and 3 grade-band specific tutors;

School Year	Annual Outcome(s)	Associated Metrics/Data	**Action Steps** This may include descriptions of district-based programs, staffing, and intervention services for students.	**Describe how your district intends to use their budget to execute the action steps and meet the stated goal.** *Optional:* Provide a copy of your district's budget when submitting this report to the department.
				RTI2: Funds will be used to ensure all tiers have the necessary materials and resources. Addtionally, these dollars will support the staffing of at least 1 interventionist per school; Summer Programming: Funds will be paired with state-provided dollars to support summer programing for students. These dollars will specifically provide additional classroom resources and staffing.
Year 2: 2024-25 school year				
Year 3: 2025-26 school year				
Year 4: 2026-27 school year				
Year 5: 2027-28 school year				
Goal Statement 4:	College and Career Readiness			
Year 1: 2023-24 school year	2% increase in the Ready Graduate Indicator, or 2% increase in the number of students who increased their ACT composite by at least 4 points between their first 11th	11th grade students in the stated year who score a 21 or higher composite on the ACT, or increased their composite ACT	Partner with AP Access for ALL to provide AP courses; Partner with local colleges to provide Dual	AP Access for ALL and DE partnerships: Purchase AP instructional materials for student; Provide training to AP teachers

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	grade ACT and a subsequent ACT	score by at least 4 points between the first 11th grade ACT and a subsequent ACT; or Students who graduate in the stated year who earned 3 EPSO credits; or Students who graduate in the stated year who scored 31 or higher on the ASVAB and earned EPSO credit in at least two EPSOs	Enrollemnt/Dual Credit courses; Give the ASVAB to all juniors; Provide ACT courses to all sophomores; Offer ACT summer camps to students; Train ACT teachers using researched-based programs	ACT: Use funds to purchase ACT materials and ACT PD for students and teachers. Pay teachers in the summer to do ACT bootcamps, purchases ACT practice tests for 9th and 10th grade studnets.
Year 2: 2024-25 school year				
Year 3: 2025-26 school year				
Year 4: 2026-27 school year				
Year 5: 2027-28 school year				
Goal Statement 5:				
Year 1: 2023-24 school year				
Year 2: 2024-25 school year				
Year 3: 2025-26 school year				