Goal 1: Grade 3 ELA (Required)

Fayetteville City Schools (521) 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%.

* 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	* ***Baseline of 34% was measured for the 2025-2026 Testing Cycle. 35.8% of students will score met/exceeded on the 3rd grade ELA TCAP by 2027. Adjustment for Gap Closure: 35.8	* 1. Stated year 3rd grade ELA TCAP 2. Progress Monitoring Tools (AimsWeb) for 3rd grade students who are at-risk. 3. Record of Tutoring hours 3rd grade students. 4. I-Ready Screening results (3/per year) demonstrating growth for 3rd grade students.
2027-28	* 37.60% of students will score met/exceeded on the 3rd grade ELA TCAP by 2028. Adjustment for Gap closure:37.60	* 1. Stated year 3rd grade ELA TCAP 2. Progress Monitoring Tools (AimsWeb) for 3rd grade students who are at-risk. 3. Record of Tutoring hours 3rd grade students. 4. I-Ready Screening results (3/per year) demonstrating growth for 3rd grade students.
2028-29	* 39.40% of students will score met/exceeded on the 3rd grade ELA TCAP by 2029. Adjustment for Gap closure:39.40	* 1. Stated year 3rd grade ELA TCAP 2. Progress Monitoring Tools (AimsWeb) for 3rd grade students who are at-risk. 3. Record of Tutoring hours 3rd grade students. 4. I-Ready Screening results (3/per year) demonstrating growth for 3rd grade students.

* 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**

Implement ELA Professional Learning Communities to Create and Review Formative Assessments ***Funding expenditures denote salary allocations for Supervisory positions to help monitor implementation of strategy. General education, special education teachers, principals, and lead interventionists will work together to build a professional learning community. Professional Learning Teams will meet once a month within grade levels to develop ongoing formative CASE benchmark assessments using Mastery Connect as well as Schoolnet. These meetings will also be conducted during the built-in professional development calendar days. Benchmark assessments will be administered more frequently to determine if academic standards are being met. An emphasis will focus on collaboration between the special education teachers, tutors, and the general education teachers to ensure that student groups, particularly students with disabilities, close the gap to meet grade level academic standards. During PLC sessions: **Benchmark and state testing data will be analyzed to determine small group instruction focused on the standards and individual needs of each student and/or student groups and focused on Tier I small group instruction. **Bi-weekly formative assessments will be developed to target these academic standards. **Best practices will be discussed and shared among the grade levels. **Teachers will collaborate to ensure that High Quality LEA Units of study are allowing for the focus of scaffolding/access points to accommodate students' instructional needs. **Additional assessments (ESGI, AimsWeb, STAR, I-Ready) will be analyzed to determine a more comprehensive needs assessment toward academic progress. **Teachers will collaborate and share ideas to build strategies and resources to improve academic performance centered on the standards. **Academic standards will be targeted and strategies will be developed to determine instructional techniques to strengthen standards mastery. **Individual student goal-setting will also be used as teachers and students collaborate to maintain and build progress on benchmark assessments. **Address students receiving tutoring and analyze student growthon the identified standards as well as the connection to HQIM and Tier I Instruction. **Discuss options for Tutoring and establish programs in which interventions for targeted students and/or all students can recieve additional instrucitonal support	Sign-in sheets, agendas and minutes of the meetings will be documented Teachers will document Tier group instruction in their daily lesson plans Formatvie Assessment analysis from Master Connect I-Ready and Aimsweb (URS) provided 3 times (F, W, S) during the year to track growth and adjust instruction based on targeted areas identified during PLC data meetings conducted by the Instructional coach. Bi-weekly formative assessments using Mastery Connect and Schoolnet questions. Administrators will conduct walkthroughs and observations to ensure that small group instruction is implemented monthly. The District Level RTI Supervisor and/or Special Education Supervisor will sit inonsessions conducted by the RTI Lead to determine effectiveness of the PLCs using a PLC Checklist	$ 508,700.00	

Establish an effective K-4 tutoring program to accelerate learning The RTI Team and administration will work together to establish an effective K-4 tutoring program. This tutoring program will include high dosage, low ratio (1:3) sessions conducted by certified classroom teachers (when possible) with a focus on Instructional Standards in Reading HQIM. Sessions will be 30 to 45 minutes two to three days per week. Expectations of this tutoring program include: 1) Developing a master schedule to ensure that students are getting the appropriate allotment of time throughout the day to provide the accelerated instruction needed to make adequate progress toward the learning goals. (See also S.2.2) 2) Familiarizing the team with the TN ALL Corps Learning Walk Tool and ensuring that this tool is used as a benchmark measure to record improvement in the process leading to academic improvements. 2) Accelerating instruction that is closely connected to Tier I lesson implementation using high quality instructional materials (HQIM). 3) Providing the needed materials tied to the standards to include the CKLA Intervention Kit and lessons carefully designed by the instructional coach to allow for continuity among tutoring groups and easy-to-follow, efficient instructional presentation strategies. 4) Conducting Mini-training sessions/professional development with the tutors to better understand the science behind the reading strategies and instructional tools that are presented. 5) Making coherent connections by combining efforts with the tutors and classroom teachers to meet in PLCs to analyze student data, familiarize themselves with the TN ALL Corps Learning Walk Tool, identify areas and standards that need more focus, acknowledge skills deficits that require foundational scaffolding, and consider the diversity of the student groups in closing the gap.	Conduct Learning Walks at least twice a semester with the RTI Team using the TN ALL Corps Learning Walk Tool to monitor tutoring sessions and provide support/feedback based on the learning. The team will consist of the Reading Coach, Administrator, and RTI Supervisor. Monthly assessment will be given using the CKLA Intervention Assessment Toolkit (progress monitoring portion to include multi-syllabic word, fluency, and/or comprehension) to analyze student progress. I-Ready and Aimsweb (URS) provided 3 times (F, W, S) during the year to track growth and adjust instruction based on targeted areas identified during PLC data meetings conducted by the Instructional coach.	$ 18,000.00	
		$	

Fayetteville City Schools (521) Public District - FY 2027 - LEA Plan - Rev 1

Goal 2

Beginning with the 2026-2027 and ending with the 2028-2029 school year FCS district will increase the percentage of all students that meet or exceed expectations in Math proficiency among students in grades 3-5, grades 6-8, and 9-12 respectively by 5% yearly to meet or exceed AMO targets for the Spring TCAP and EOC assessments. Additionally the district will strive to increase the percentage of Economically Disadvantaged Students by that meet or exceed expectations by 5% of the Spring assessments yearly as well. Using IReady diagnostic data for grades K-2 the district will seek to increase the percentage of all students scoring Early on, Mid or Above grade level by 5% yearly.

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	* District Math Proficiency All Students (5% increase) K-2 Students scoring Early on Grade and Mid or Above Grade Level Final Diagnostic K: 55% (2026) to 60% (2027) 1: 42% (2026) to 47% (2027) 2: 40% (2026) to 45% (2027) ***Updated to Reflect Measured outcomes from Spring 2026 Assessment 2025-2026 Measured OM% to 2026-2027 Goal OM% Grade 3-5 37.5 41.5 Grade 6-8 30.1 35.1 Grade 9-12 16.6 21.6 Economically Disadvantaged (5% Increase) 2025-2026 Measured OM% to 2026-2027 Goal OM% Grade 3-5 31.4 36.5 Grade 6-8 16.4 21.4 Grade 9-12 7.4 12.4 Individual Grade Targets 2026-2027 Math OM% 3rd Grade 40.9 4th Grade 52.2 5th Grade 48.8 6th Grade 35.4 7th Grade 31.6 8th Grade 38.3 Alg I 20.4 Alg II 17.2 Geometry 22.4	* TN Ready End of year assessments TCAP/EOC IReady Final Diagnostic
2027-28	* District Math Proficiency All Students (5% increase) K-2 Students scoring Early on Grade and Mid or Above Grade Level Final Diagnostic K: 60% (2027) to 65% (2028) 1: 47% (2027) to 52% (2028) 2: 45% (2027) to 50% (2028) 2026-2027 Goal OM% 2027-2028 Goal OM% Grade 3-5 41.5 46.5 Grade 6-8 35.1 40.1 Grade 9-12 21.6 26.6 Economically Disadvantaged (5% Increase) 2026-2027 Goal OM% 2027-2028 Goal OM% Grade 3-5 36.5 41.5 Grade 6-8 21.4 26.4 Grade 9-12 12.4 17.4 Individual Grade Targets 2027-2028 Math OM% 3rd Grade 45.9 4th Grade 57.2 5th Grade 52.8 6th Grade 40.4 7th Grade 36.6 8th Grade 43.3 Alg I 25.4 Alg II 22.2 Geometry 27.4	* TN Ready End of year assessments TCAP/EOC IReady Final Diagnostic

2028-29	* District Math Proficiency All Students (5% increase) K-2 Students scoring Early on Grade and Mid or Above Grade Level Final Diagnostic K: 65% (2028) to 70% (2029) 1: 52% (2028) to 57% (2029) 2: 50% (2028) to 55% (2029) 2027-2028 Goal OM% 2028-2029 Goal OM% Grade 3-5 46.5 50.5 Grade 6-8 40.1 45.1 Grade 9-12 26.6 31.6 Economically Disadvantaged (5% Increase) 2027-2028 Goal OM% 2028-2029 Goal OM% Grade 3-5 41.5 46.5 Grade 6-8 26.4 31.4 Grade 9-12 17.4 22.4 Individual Grade Targets 2028-2029 Math OM% 3rd Grade 50.9 4th Grade 62.2 5th Grade 57.8 6th Grade 45.4 7th Grade 41.6 8th Grade 48.3 Alg I 30.4 Alg II 27.2 Geometry 32.4	* TN Ready End of year assessments TCAP/EOC IReady Final Diagnostic

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**
	Sign-in sheets, agendas and minutes of the meetings will be documented Teachers will document Tier group instruction in their daily lesson plans Benchmark Assessments-minimum 2 times yearly Bi-weekly formative assessments using Mastery Connect questions. Administrators will conduct walkthroughs and observations to ensure that small group instruction is implemented monthly. The District Level RTI Supervisor and/or Special Education Supervisor will sit in on sessions conducted by the RTI Lead to determine effectiveness of the PLCs using a PLC Checklist	$ 0.00	

Implement Math Professional Learning Communities to Create and Review Formative Assessments General education, special education teachers, principals, and lead interventionists will work together to build a professional learning community. Professional Learning Teams will meet once a month within grade levels to develop ongoing formative benchmark assessments using Mastery Connect. These meetings will also be conducted during the built-in professional development calendar days. Benchmark assessments will be administered more frequently to determine if academic standards are being met. An emphasis will focus on collaboration between the special education teachers and the general education teachers to ensure that student groups, particularly students with disabilities, close the gap to meet grade level academic standards. During PLC sessions: Benchmark and state testing data will analyzed to determine small group instruction focused on the standards and individual needs of each student and/or student groups and focused on Tier I small group instruction. Bi-weekly formative assessments will be developed to target these academic standards. Best practices will be discussed and shared among the grade levels. Teachers will collaborate to ensure that High Quality Mathematical Units of study are allowing for the focus of scaffolding/access points to accommodate students' instructional needs. Additional assessments (Mastery Connect, Exact Path, I-Ready) will be analyzed to determine a more comprehensive needs assessment toward academic progress. Teachers will collaborate and share ideas to build strategies and resources to improve academic performance centered on the standards. Academic standards will be targeted and strategies will be developed to determine instructional techniques to strengthen standards mastery. Individual student goal-setting will also be used as teachers and students collaborate to maintain and build progress on benchmark assessments. Discuss options for Tutoring and establish programs in which interventions for targeted students and/or all students can receive additional instrucitonal support Extend PLC Meetings to include Departmental and Content Area Planning Communities. At least one PLC meeting each 9 weeks will be devoted to Across Grade Level Content Area Planning. This will allow for a deeper dive into the curriculum and standards across grade levels. Academic standards will be analyzed and techniques and best practices between teachers and across grade levels will be shared. A tracking system will be used to determine improvement toward standards. An emphasis will focus on collaboration between the special education teachers and the regular education teachers to ensure that students groups, particularly students with disabilities are meeting their goals. A Balanced Assessment Team will be comprised of Administrators and Instructional Leads to streamline the assessments used throughout the year to benchmark and track data. This team will revisit the PLC expectations and develop a PLC checklist that will be used in all three schools to monitor the implementation of the PLC Process. The Balanced Assessment Team will meet at least three times during the year to discuss progress toward standards, PLC design and targets, and explore data to determine district growth toward goals. The Team will also improve the current tracking system to ensure that student groups are monitored regularly and tracked to determine growth. The expectations of the tracking system will be communicated and shared with principals and instructional coaches to be used during SST, PLC, and Data Meetings.			

Targeted Professional Development and Teacher Training Inservices scheduled throughout the year will focus on Content area trainings for teachers to work with other teachers from all grades to create a unified vision for instruction and planning. Content area leads from all three schools will work together to create agendas and trainings with Supervisors from the District office. Topics covered will focus on instructional improvement as a whole and targeted discussions to improve specific areas of teaching such as pacing, rigor, sequencing, management and preparation for state assessments will occur during the sessions. When applicable Teacher mentors will be utilized to support new teachers or any areas identified in need of improvement.	Professional Development Agendas and Sign-in Sheets Content Lead Committee will work with District Supervisors to guide instructional initiatives	$ 0.00	
Implement a Student Support Team The Student Support Team will be established with lead interventionists, administration, special education teachers, general education teachers, and counselor for identifying students who are not making progress in Tier groups. The Student Support Team will meet once a month (or as needed) to accept referrals on students who need differentiated and intensive intervention. During these meetings, all team members will review and closely examine student work, test data, behavioral plans and anecdotal notes. A tracking system will be used to determine student growth and identify areas for focus. Decisions will be made to develop a plan, review the progress of a plan that is currently in place, changing a plan, or moving toward special services.The Student Support Team (special education supervisor, school administrators, special education teachers, and lead interventionist) will collaborate to create a master schedule that allows students with disabilities to spend the greatest extent possible in the general education classroom. Goals will be geared to insuring that SWD are scheduled with 80% of the instructional day being devoted to instruction in the general ed setting. This will ensure that all students are exposed to high quality Tier 1 instruction while interacting with their non disabled peers. The special education supervisor and school administrators will work together to develop a referral process for the Student Support Teams at each of the three schools. The Tracking System will also be used to determine academic needs of the students and the strategies, interventions, and accommodations needed to make the student successful. Additionally implementing a Summer Camp and Tutoring program will be a focus for student support and early intervention. SUMMER CAMP: A four-week summer program will be offered to our incoming K to 9th grade students since these are the students who were affected by the learning loss due. This program will provide intense and energetic learning opportunities for FCS students and high dosage, low ratio interventions. BEFORE and AFTER SCHOOL TUTORING PROGRAM: A two-day a week tutoring program will be offered to 4th grade students during the course of the year with a 1 to 3 ratio to allow for deep and intensive levels of learning targeted to students' specific needs. K-3 EMBEDDED TUTORING PROGRAM: FCS has teamed with a non-profit company to offer Kindergarten through 3rd grade high dosage, low ration tutoring embedded throughout the day for at-risk students. These students are carefully monitored to insure that HQ Materials are being used and that a tracking system is maintained to determine ongoing progress.		$ 0.00	

	PLC meetings (admin, teachers, instructional coaches) will meet monthly to analyze student data and discuss students that have any atypical needs not being addressed by Tier 1 Instruction potentially for Referral. Sped Supervisor and Sped Coordinator collect Referrals digitally as submitted by the PLC teams or at Parent request as needed Principal collects any corresponding data and information important for the S-Team to consider within 10 days of the Referral request being made. Tracking System- This is the culmination of all the data points we collect on students as the year progresses to include Aims Web, IReady, TCAP, Classroom observations, and Teacher comments that is maintained at the school and retained by the Principal and Instructional coaches to be produced when needed for any S-TEAM meeting. Based on outcome of S-TEAM meeting student will then be continued to be monitored with progression through the IEP process or if failing to meet eligibility requirements, though the RTI team with adjusted interventions as needed.		

Fayetteville City Schools (521) Public District - FY 2027 - LEA Plan - Rev 1

Goal 3

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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	* District ELA Proficiency All Students (5% increase) K-2 Students scoring Early on Grade and Mid or Above Grade Level Final Diagnostic K: 60% (2026) to 65% (2027) 1: 57% (2026) to 63% (2027) 2: 42% (2026) to 47% (2027) 2025-2026 Measured OM% 2026-2027 Goal OM% Grade 3-5 39.4 44.4 Grade 6-8 24.4 29.4 Grade 9-12 35.5 40.5 Economically Disadvantaged (5% Increase) 2025-2026 Measured OM% 2026-2027 Goal OM% Grade 3-5 34.0 39 Grade 6-8 16.4 21.4 Grade 9-12 27.9 32.9 Individual Grade Targets 2026-2027 ELA OM% 3rd Grade 58.0 4th Grade 58.7 5th Grade 55.4 6th Grade 26.3 7th Grade 34.7 8th Grade 25.4 ENG I 33.1 ENG II 45.8	* TN Ready End of year assessments TCAP/EOC
2027-28	* District ELA Proficiency All Students (5% increase) K-2 Students scoring Early on Grade and Mid or Above Grade Level Final Diagnostic K: 65% (2027) to 70% (2028) 1: 63% (2027) to 68% (2028) 2: 47% (2027) to 52% (2028) 2026-2027 Goal OM% 2027-2028 Goal OM% Grade 3-5 44.4 49.4 Grade 6-8 29.4 32.4 Grade 9-12 40.5 45.4 Economically Disadvantaged (5% Increase) 2026-2027 Goal OM% 2027-2028 Goal OM% Grade 3-5 39.0 44.0 Grade 6-8 21.4 26.4 Grade 9-12 32.9 37.9 Individual Grade Targets 2027-2028 ELA OM% 3rd Grade 62.0 4th Grade 63.7 5th Grade 59.4 6th Grade 31.3 7th Grade 39.7 8th Grade 29.4 ENG I 38.1 ENG II 49.8	* TN Ready End of year assessments TCAP/EOC

2028-29	* District ELA Proficiency All Students (5% increase) K-2 Students scoring Early on Grade and Mid or Above Grade Level Final Diagnostic K: 70% (2028) to 75% (2029) 1: 68% (2028) to 73% (2029) 2: 52% (2028) to 57% (2029) 2027-2028 Goal OM% 2028-2029 Goal OM% Grade 3-5 49.4 51.4 Grade 6-8 32.4 37.4 Grade 9-12 45.4 50.4 Economically Disadvantaged (5% Increase) 2027-2028 Goal OM% 2028-2029 Goal OM% Grade 3-5 44.0 49.0 Grade 6-8 26.4 31.4 Grade 9-12 37.9 42.9 Individual Grade Targets 2028-2029 ELA OM% 3rd Grade 66.0 4th Grade 68.7 5th Grade 64.4 6th Grade 36.3 7th Grade 44.7 8th Grade 34.4 ENG I 42.1 ENG II 54.8	* TN Ready End of year assessments TCAP/EOC

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

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	PLC meetings (admin, teachers, instructional coaches) will meet monthly to analyze student data and discuss students that have any atypical needs not being addressed by Tier 1 Instruction potentially for Referral. Sped Supervisor and Sped Coordinator collect Referrals digitally as submitted by the PLC teams or at Parent request as needed Principal collects any corresponding data and information important for the S-Team to consider within 10 days of the Referral request being made. Tracking System- This is the culmination of all the data points we collect on students as the year progresses to include Aims Web, IReady, TCAP, Classroom observations, and Teacher comments that is maintained at the school and retained by the Principal and Instructional coaches to be produced when needed for any S-TEAM meeting. Based on outcome of S-TEAM meeting student will then be continued to be monitored with progression through the IEP process or if failing to meet eligibility requirements, though the RTI team with adjusted interventions as needed.		

Fayetteville City Schools (521) 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.

Fayetteville City Schools (521) 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 2035

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	34% of students scored proficient (met/exceeded expectations) on the 3rd grade ELA TCAP on Spring 2024 Assessment	1. Stated year 3rd grade ELA TCAP 2. Progress Monitoring Tools (AimsWeb) for 3rd grade students who are at-risk. 3. Record of Tutoring hours 3rd grade students. 4. I-Ready Screening results (3/per year) demonstrating growth for 3rd grade students. 5. Schoolnet focused on standards (1 mock interim per year) demonstrating knowledge of standards for 3rd grade students.
Year 2: 2024-2025 school year (Use previous outcome)	35.5%	1. Stated year 3rd grade ELA TCAP 2. Progress Monitoring Tools (AimsWeb) for 3rd grade students who are at-risk. 3. Record of Tutoring hours 3rd grade students. 4. I-Ready Screening results (3/per year) demonstrating growth for 3rd grade students. 5. Schoolnet focused on standards (1 mock interim per year) demonstrating knowledge of standards for 3rd grade students.
Year 3: 2025-2026 school year (Use actual outcome)	Target goal was 54% of students scoring met/exceeded on the 3rd Grade ELA TCAP, however actual measured outcome for met/exceeded was 34%	1. Stated year 3rd grade ELA TCAP 2. Progress Monitoring Tools (AimsWeb) for 3rd grade students who are at-risk. 3. Record of Tutoring hours 3rd grade students. 4. I-Ready Screening results (3/per year) demonstrating growth for 3rd grade students. 5. Schoolnet focused on standards (1 mock interim per year) demonstrating knowledge of standards for 3rd grade students.

* 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 measured results the district was not successful in meeting our goal of increasing our 3rd grade ELA TCAP proficiency to 54% for all students. According to the data collected this year's cohort only observed a 34% proficiency rate when tested in Spring of 2026. This was actually a small decrease from the 2025 percentage of 35.5%, totaling a 1.5% decrease overall from the 2025 to 2026 assessments. Based on the results we will be adjusting our 3rd grade goals to first address gap closure of 15% in that area

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.
Pay the salary of high-performing Tier 1 teachers (Increase all salaries including first year to be more competitive)	$ 75,000.00	This investment was highly effective.
Provided high quality instructional materials for Tier 1 instruction	$ 15,000.00	Continued analysis of instructional effect is needed to determine overall effectiveness.
Provided training which will allow teachers to utilize high quality instructional materials more effectively	$ 3,000.00	Continued analysis of instructional effect is needed to determine overall effectiveness.
Paid the salary and benefits of an educational supervisor to provide monitoring and direction in areas which includes but is not limited to Curriculum, Instruction, RTI, and ILPDs.	$ 132,700.00	This investment was highly effective.
Paid the salary and benefits of a trained school principal and assistant principal who are well versed in curriculum, teaching pedagogy, assessment and data analysis	$ 191,000.00	This investment was highly effective.
Paid the salary and benefits of an educational supervisor to provide monitoring and direction in areas which includes but is not limited to data analysis including TNReady, and all formative platforms.	$ 11,000.00	This investment was highly effective.

Goal 2

Fayetteville City Schools (521) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

FCS will increase the percentage of students at met/exceeded level in math proficiency among students moving from 3rd to 4th grade by 10% by 2030 on the Spring TNReady Assessment (*Baseline of 22% Cohort 2nd Grade)

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)		
Year 2: 2024-2025 school year (Use previous outcome)	***Goal Added Beginning 24/25 The FCS district will show a 4% increase in the percentage of students scoring met/exceeded on the 4th grade Math TCAP as compared to the same cohort on the 3rd grade Assessment. (Goal of 26%) *Baseline of 22% Met/Exceeded in 2023-24 school year in 3rd grade Results: 2025 4th Grade Math proficiency was 43.7% Met/Exceeded Expectations. Measured proficiency was 16.3% higher than their prior proficiency of 27.4% during the 3rd-grade cohort year. Resulting proficiencies show that for 2024-2025 school year goal was exceeded for Math.	Stated year 4th grade Math TCAP Progress Monitoring Tools (AimsWeb) for 3rd grade students who are at-risk. Record of Tutoring of our K-3rd grade students. I-Ready Screening results (3/per year) demonstrating growth for 3rd grade students. Demonstrating knowledge of standards for 3rd grade students using formative assessments.
Year 3: 2025-2026 school year (Use actual outcome)	Results: 2026 4th Grade Math proficiency was 40% Met/Exceeded Expectations. Measured proficiency was 8.4% higher than their prior proficiency of 31.6% during the 3rd-grade cohort year. Resulting proficiencies show that for 2025-2026 school year goal was exceeded for Math.	Stated year 4th grade Math TCAP Progress Monitoring Tools (AimsWeb) for 3rd grade students who are at-risk. Record of Tutoring of our K-3rd grade students. I-Ready Screening results (3/per year) demonstrating growth for 3rd grade students. Data to also serve as benchmark tracking using TCAP Proficiency Projection data embedded in program reporting Demonstrating knowledge of standards for 3rd grade students using formative assessments. Mastery Connect common formative assessment tracking for Standards Mastery to inform instructional shifts

* 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?

Based on measured metrics the district was successful in meeting our goal of a 6% increase in mastery on the Spring Math TCAP as the cohort transitioned from 3rd to 4th Grade. In 2025, a 31.6% proficiency was observed on 3rd-grade Math TCAP. The same students when tested as 4th Graders using the 2026 Math TCAP achieved a 40.0% proficiency level for all students. This translated to a 8.4% total increase in proficiency when comparing the same cohort assessed in their 3rd grade year. Based on results and increases in proficiency we will continue to implement strategies and actions as laid out in our district plan that were proven successful last year.

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.
Paid the salary and benefits of high performing Tier 1 teachers (Increase all salaries including first year to be more competitive)	$ 75,000.00	This investment was highly effective.
Provided high quality instructional materials for Tier 1 instruction	$ 15,000.00	Continued analysis of instructional effect is need to determine overall effectiveness
Provided training which will allow teachers to utilize high quality instructional materials more effectively	$ 3,000.00	Continued analysis of instructional effect is need to determine overall effectiveness
Paid the salary and benefits of an educational supervisor to provide monitoring and direction in areas which includes but is not limited to Curriculum, Instruction, RTI, and ILPDs.	$ 132,000.00	This investment was highly effective.
Paid the salary and benefits of a trained school principal and assistant principal who is well versed in curriculum, teaching pedagogy, assessment and data analysis	$ 191,000.00	This investment was highly effective.
Paid the salary and benefits of an educational supervisor to provide monitoring and direction in areas which includes but is not limited to data analysis including TNReady, and all formative platforms.	$ 110,000.00	This investment was highly effective.

Fayetteville City Schools (521) Public District - FY 2027 - LEA Plan - Rev 1

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Details	Answer
Date(s) of opportunity for local public comment	September 7- September 18
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	The TISA Accountability Report was posted on the Fayetteville City Schools website where there was a link provided for public comment.
Summary of public comment received. If no comments were received, state, "None received."	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

☐ Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.

☐ Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.