

Goal 1: Grade 3 ELA (Required)

Lawrence County Schools (500) 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 2030
--	--

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	* 56.9%	* TCAP - ELA
2027-28	* 57.6%	* TCAP - ELA
2028-29	* 58.3%	* TCAP - ELA

* 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
Strengthen data driven standard aligned high quality and engaging core instruction in ELA with the use of Instructional Coaches and lesson prepping with HQIMs. 3 Literacy Coaching Cycles Coaches support all 3rd-grade teachers through coaching cycles. Cycles focus on research learned through LETRS training, student work analysis, and lesson prep in the HQIM. Coaches support new, new-to-the-content, and struggling teachers through HQIM prep, modeling, and facilitating peer observations. Coaches support teachers with data dives at the beginning of the year with TCAP results and throughout the year with Mastery Prep results.	Mastery Connect Benchmark Assessments Instructional Walks Universal Screening & Progress Monitoring	\$ 195,356.00	Title I & II Funds - \$375,000

Strengthen high-quality and engaging core instruction through training on teacher feedback through the Project Coach Rubric and IPG. Administrators attend custom sessions with NIET, focused on giving teachers quality coaching and evaluation feedback. Differentiate between the Coaching tool, IPG, and the evaluation tool, Project Coach. 1st and 2nd year teachers receive training on the Project Coach Rubric. What the domains look like in the classroom and expectations.	Instructional Walks Administrator Feedback Given in T-Eval	\$ 10,400.00	LIN Grant - \$74,500 Title I Funds - \$11,000
Strengthen knowledge and application of the Science of Reading through LETRS 1 & 2 training for K-3 ELA teachers. Each school is allocated 4 slots for the LETRS 1 training. The administrator can add on slots through their allocated Title II funds or school funds. Those completing LETRS 1 are given the opportunity to complete LETRS 2. The district has 3 LETRS 1-certified facilitators and 1 LETRS 2-certified facilitator for sustainability. K-3 Literacy coaches utilize content learned in the coaching cycles.	Universal Screening & Progress Monitoring CFAs give in K & 1 Instructional Walks with Coaches	\$ 85,000.00	Title II funds - \$171,530

Goal 2

Lawrence County Schools (500) Public District - FY 2027 - LEA Plan - Rev 1

Goal 2

Lawrence County School System will strengthen K-12 ELA & Math Tier I, standards-aligned instruction in all subjects across all schools and grade levels to ensure high-quality core teaching for every student. The district will leverage resources to provide targeted, research-based Tier II, Tier III, and SPED interventions for students who need additional support and enrichment opportunities for those exceeding grade-level expectations. By 2029, as a result, the district will meet or exceed a 5 (2.5 for SWD) percentage point increase in the percentage of students scoring Meets or Exceeds in literacy and numeracy while also maintaining at least a growth level of 3 with the Growth25 students.

K-2 scoring at or above the national norm on AIMSweb:

K- 70% to 75%

1st - 76.1% to 81.1%

2nd - 72.4% to 77.4%

Meets or Exceeds on the ELA TCAP/EOC:

3rd-5th grade:

51.5% to 54% all students

14.5% to 17% SWD

6th-8th grade:

37.5% to 40% all students

8.5% to 11% SWD

9th-12th grade:

49.3% to 51.8% all students

10.1% to 12.6% SWD

Meets or Exceeds on the Math TCAP/EOC:

3rd-5th grade:

53.5% to 56% all students

16.3% to 18.8% SWD

6th-8th grade:

42% to 44.5% all students

11.7% to 14.2% SWD

9th-12th grade:

40% to 42.5% all students

10.6% to 13.1% SWD

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	* ELA 3-5 - 52.3% SWD - 15.3% ELA 6-8 - 38.3% SWD - 9.3% ELA 9-12 - 50.1% SWD - 10.9% Math 3-5 - 54.3% SWD - 17.1% Math 6-8 - 42.8% SWD - 12.5% Math 9-12 - 40.8% SWD - 11.4% Growth25 - 3	* TCAP & EOC
2027-28	* ELA 3-5 - 53.2% SWD - 17.5% ELA 6-8 - 39.2% SWD - 10.2% ELA 9-12 - 51.0% SWD - 11.8% Math 3-5 - 55.2% SWD - 18.0% Math 6-8 - 43.7% SWD - 13.4% Math 9-12 - 41.7% SWD - 12.3% Growth25 - 3	* TCAP & EOC
2028-29	* ELA 3-5 - 54.% SWD - 17.0% ELA 6-8 - 40.0% SWD - 11.0% ELA 9-12 - 51.8% SWD - 12.6% Math 3-5 - 56.0% SWD - 18.8% Math 6-8 - 44.5% SWD - 14.2% Math 9-12 - 42.5% SWD - 13.1% Growth25 - 3	* TCAP & EOC

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

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Strengthen data driven standard aligned high quality and engaging core instruction for Math and ELA with the use of Instructional Coaches and lesson prepping with HQIMs. K-3 Literacy Coaching Cycles Coaches support all K-3 teachers through coaching cycles. Cycles focus on research learned through LETRS training, student work analysis, and lesson prep in the HQIM. 4-12 Literacy Coaching Coaches support new, new to the content, and struggling teachers through HQIM prep, modeling, student work analysis, and facilitating peer observations. K-12 Math Coaching Coaches support new, new to the content, and struggling teachers through HQIM prep, modeling, and facilitating peer observations. All coaches support teachers with data dives at the beginning of the year with TCAP results and throughout the year with Mastery Prep results.	Mastery Connect Instructional Walks	\$ 110,000.00	Title I & II - \$200,000
Strengthen high-quality and engaging core instruction through training on teacher feedback through the Project Coach Rubric and IPG. Administrators attend custom sessions with NIET, focused on giving teachers quality coaching and evaluation feedback. Differentiate between the Coaching tool, IPG, and the evaluation tool, Project Coach. 1st and 2nd year teachers receive training on the Project Coach Rubric. What the domains look like in the classroom and expectations.	Instructional Walks Administrator Feedback in T-Eval	\$ 10,400.00	LIN Grant - \$74,500 Title II - \$11,000

Strengthen knowledge and application of the Science of Reading through LETRS 1 & 2 training for K-5 ELA teachers. Each school is allocated 4 slots for the LETRS 1 training. The administrator can add on slots through their allocated Title II funds or school funds. Those completing LETRS 1 are given the opportunity to complete LETRS 2. The district has 3 LETRS 1 certified facilitators and 1 LETRS 2 certified facilitator for sustainability. K-3 Literacy coaches utilize content learned in the coaching cycles.	Universal Screening & Progress Monitoring CFA for grades K & 1 Mastery Connect for grades 4-5	\$ 195,000.00	Title I & II - \$171,530
Strengthen gap closure by: Providing evidence-based instructional and educational materials that help close the achievement gap of students needing daily intervention during RTI2. Investing in LCSS ALL Corps tutoring support. Tutoring is coherent with Tier I instruction to help accelerate learning. Schools' tutoring allocation is based on K-3 enrollment and the bonus dollars earned through TISA formula. Each school is responsible for implementing LCSS ALL Corps within the guidelines.	Universal Screening & Progress Monitoring CFAs K & 1 Mastery Connect 2 and up STAR HMH Growth Measure	\$ 2,618,000.00	Title I Cost for RTI Coordinators, Tutoring Budget, Mastery Connect & STAR,
High Quality Professional Development to build instructional leaders and support teachers through the ILT/PLC/Observation Cycle. Continue to refocus and refine Principal's Meeting on instruction. District Supervisors support administrators in the implementation of the ILT/PLC/Observation Cycle. Implement ILT/PLC expectations. ILTs are required weekly with school-level PLCs monthly. ILTs are used to discuss teacher and student data and for an actionable plan for PLCs. Work towards bringing all stakeholders to the table with the addition of a Special Education team member. Continue to refine the District's definition of an Instructional Leader.	District Supervisor attendance at ILTs. Evaluate ILTs based on the Rubric. Principal meeting agendas and ILT and PLC agendas.	\$ 0.00	Title II - \$105,000 LIN/CLSD Grant - \$ 74,500
Continue to strengthen high quality build level instructional leaders and classroom instruction through District Leadership Team meetings. Instructional Supervisors meet monthly to discuss school administration ILT/PLC effectiveness and create an actionable plan for administrator professional learning. Review school-level TCAP/EOC, ACT, CFA, and Mastery Connect data	DLT Agendas	\$ 0.00	N/A
Strengthen data driven standard aligned high quality and engaging core instruction for all subjects. District participation in Acceleration for ALL to support the special education subgroup in Tier I with Core Action IV. Standards focus for all subjects starts with the summer Administrator's Academy, analyzing data down to the standard. Working with Core Office to support writing data collection and then the next steps for teachers.	Instructional Walkthroughs Writing Data Collection Sheets Mastery Connect	\$ 110,000.00	N/A Cost for Mastery Connect

Goal 3

Lawrence County Schools (500) Public District - FY 2027 - LEA Plan - Rev 1

Goal 3

The Lawrence County School System has exhibited consistently high College and Career Readiness data, as is evident from the increase of 63.7% in 2022-23 to 84.5% in 2024-25. The one indicator in the CCR data where LCSS will increase by 2029 is the percentage of all students meeting the ACT College Readiness Benchmarks for Composite score in order to meet or exceed a 5 percentage point increase, as measured by official ACT composite and benchmark reports.

Students meeting the ACT College Readiness Benchmarks for Composite Score from 39.3% to 44.3%.

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	* 41.0% Meeting the College Readiness Benchmark	* ACT
2027-28	* 42.6.0% Meeting the College Readiness Benchmark	* ACT
2028-29	* 44.3% Meeting the College Readiness Benchmark	* ACT

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
LCSS will develop and expand opportunities for all students to access EPSO and CTE opportunities to prepare them with the knowledge, skills, and habits to pursue the postsecondary path of their choice. Provide funds for focused career exploration that will lead to CTE program completion. Continue to grow support from business and industry through advisory council meetings, as well as increase parental involvement in high school CTE programs.	Needs assessment completed by the advisory council Tracking of industry certifications Major Clarity	\$ 16,000.00	Perkins - \$23,000

District leaders and school administrators will work together to promote ACT awareness and improvement at each grade level, and how it plays into postsecondary readiness. ACT student incentives. ACT Prep class for Juniors All high schools will continue to be testing sites Parent nights will be held across the district, communicating the importance of ACT to the parents and students.	ACT Practice Test	\$ 14,345.00	Title I - \$3,000
		\$	

Goal 4

Lawrence County Schools (500) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal 4

The Lawrence County School System will decrease the percentage of all students being chronically out of school from 13.8% to 9.5% by 2029 as measured by TDOE attendance reporting.

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	* 12.8	* TDOE Chronic Absentism Data Sheet
2027-28	* 11.2	* TDOE Chronic Absentism Data Sheet
2028-29	* 9.5	* TDOE Chronic Absentism Data Sheet

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

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Strengthen focus on attendance by revising the district attendance policy. The attendance policy has a heavy focus on school-parent communication when students miss school.	COS Dashboard created by Core Office	\$ 0.00	N/A
Strengthen focus on attendance by providing attendance incentives for students and teachers.	COS Dashboard created by Core Office	\$ 5,000.00	N/A Add how much the incentives cost us if out of District Funds.
Strengthen focus on attendance and discipline by providing Capturing Kids' Hearts training for new teachers and support for principals.	COS Dashboard created by Core Office Discipline Log referrals	\$ 0.00	Title IV - \$46,000

Lawrence County Schools (500) Public District - FY 2027 - LEA Plan - Rev 1

Overview

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

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

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

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

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

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

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

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

Resources

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

Goal 1

Lawrence County Schools (500) 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 2030
-----------------------------------	--	---

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	47.5%	24 District Assessment File
Year 2: 2024-2025 school year (Use previous outcome)	50.7%	District Assessment File
Year 3: 2025-2026 school year (Use actual outcome)	56.2%	District Assessment File

* 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?

LCSS increased the achievement score from 50.7% to 56.2%. LCSS will continue to administer the District Common Formative Assessments in Grades K-1 and the TCAP in Grade 2. The district utilizes standards-based report cards for Grades K and 1. The district will continue to provide Interventionists for TN ALL Corps tutoring through base and bonus funding.

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.
RTI Coordinators	\$ 1,080,000.00	Oversee data, coordinate Tier I, II, and III interventions, and tutoring in all schools. This contributed to our proficiency increase by tracking student mastery and the need for intervention/tutoring
Pre-K Teacher Salaries	\$ 40,000.00	Contribute to the overall proficiency of these students when promoted to 3rd grade. This supports economically disadvantaged students in the foundational literacy skills needed for reading proficiency

Interventionist & Tutors	\$ 1,400,000.00	Contributes to our proficiency increase by working in collaboration with the classroom teachers to build and fill in gaps in student learning.
-----------------------------	-----------------	--

Goal 2

Lawrence County Schools (500) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

51% of students in grades 3-8 will score proficient on the Math TCAP by 2028

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	41.7%	District Assessment File
Year 2: 2024-2025 school year (Use previous outcome)	45.2%	District Assessment File
Year 3: 2025-2026 school year (Use actual outcome)	47.7%	District Assessment File

* 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?

LCSS exceeded the goal of 45.2% with 47.7% of students scoring proficient.

The action plan will continue in the coming years through continued administration of the District

Common Formative Assessments in Grades K-1, administering benchmark assessments in grades 2-8, and by administering the TCAP in Grade 2. The district will continue to provide Interventionists for TN ALL Corps tutoring through base and bonus funding

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.
RTI Coordinators	\$ 1,080,000.00	Oversee data, coordinate Tier I, II, and III intervention, and tutoring. This contributed to our proficiency increase by tracking student mastery and the need for intervention/tutoring
Pre-K Teacher Salaries	\$ 40,000.00	Contribute to the overall proficiency of these students when promoted to 3rd grade. This supports economically disadvantaged students in foundational literacy skills needed for reading proficiency.
Interventionist & Tutors	\$ 1,400,000.00	Contributes to our proficiency increase by working in collaboration with the classroom teachers to build and fill in gaps in student learning.

Benchmark
Assessments

\$

105,000.00

Contributes to the data collection of student mastered standards. These assessments drive instruction and interventions.

Goal 3

Lawrence County Schools (500) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal Statement 3:

85% of students graduating will score be College and Career Ready as deemed by TDOE by 2028

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	81.5%	District Assessment File
Year 2: 2024-2025 school year (Use previous outcome)	78.9%	District Assessment File
Year 3: 2025-2026 school year (Use actual outcome)		District Assessment File

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

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

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

New Goal Starting 2026-2027 The Lawrence County School System has exhibited consistently high College and Career Readiness data, as is evident from the increase of 63.7% in 2022-23 to 84.5% in 2024-25. The one indicator in the CCR data where LCSS will increase by 2029 is the percentage of all students meeting the ACT College Readiness Benchmarks for Composite score in order to meet or exceed a 5 percentage point increase, as measured by official ACT composite and benchmark reports. Students meeting the ACT College Readiness Benchmarks for Composite Score from 39.3% to 44.3%.

LCSS will continue to add industry certifications and increase stakeholder knowledge. Bonus funding will be allocated to the high schools for ACT practice resources, tutoring, and incentives. Career Coaches focusing on student career paths have been in place with the innovative grant funds. The funding for these positions will transition to TISA funding in small increments over the next few years. These positions have been effective in supporting the increase in the CCR.

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

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

District STEM Coordinator	\$	Coordinate all STEM activities, including but not limited to FIRST Lego Robotics, REC drones, 3D printing and CAD, and STEM designation.
ACT Supports	\$ 14,345.00	Per student allocation to each High School- will provide ACT practice resources, tutoring, and incentives.
Career Coaches	\$	These positions focus on Freshman and Sophomore career advisement.
Tutoring	\$ 20,000.00	Contributes to our increase by working in collaboration with students to build and fill in gaps in learning.

Goal 4

Lawrence County Schools (500) Public District - FY 2027 - LEA Plan - Rev 1



☒ This goal not established.