



# Dickson County Schools

## TISA

**District Name:** Dickson County

**Director of Schools:** Dr. Vivian McCord

**District Point of Contact for TISA Accountability Report:** Vivian McCord

**Percent of 3<sup>rd</sup> grade students who scored proficient (“met expectations” or exceeded expectations”) on the English Language Arts (ELA) portion of the spring TCAP**

42.4%

### **District Goal Statement(s)**

#### **Goal Statement 1:**

*3<sup>rd</sup> Grade ELA Proficiency*

70% or more students will score proficient on the 3<sup>rd</sup> grade ELA TCAP by 2029-2030 school year.

#### **Goal Statement 2:**

*Graduation Rates/Ready Graduate*

Dickson County Schools Districts will increase ACT scores in high schools as well College and Career Readiness. Our goal is to increase our average ACT scores, increase opportunities for Dual Enrollment, AP courses, and industry certifications.

#### **Goal Statement 3**

*Mathematics*

In the 2022-2023 school year, 33.9% of Dickson County 3<sup>rd</sup> – 11<sup>th</sup> grade students were proficient in mathematics. 50% or more students will score proficient on 3<sup>rd</sup> – 11<sup>th</sup> grade mathematics TCAP by 2027-2028.

**Goal Statement 1:**

*3<sup>rd</sup> Grade ELA Proficiency*

*70% or more students will score proficient on the 3<sup>rd</sup> grade ELA TCAP by 2029-2030 school year*

<b>School Year</b>	<b>Annual Outcome(s)</b>
Year 1: 2023-2024 School Year	46.3% of 3 <sup>rd</sup> grade students will score proficient on spring ELA TCAP
Year 2: 2024-2025 School Year	50.2% of 3 <sup>rd</sup> grade students will score proficient on spring ELA TCAP
Year 3: 2025-2026 School Year	54.1% of 3 <sup>rd</sup> grade students will score proficient on spring ELA TCAP
Year 4: 2026-2027 School Year	58% of 3 <sup>rd</sup> grade students will score proficient on spring ELA TCAP
Year 5: 2027-2028 School Year	61.9% of 3 <sup>rd</sup> grade students will score proficient on spring ELA TCAP

**Associated Metric/Data**

3<sup>rd</sup> grade spring ELA TCAP testing

**Action Steps**

*This may include descriptions of district-based programs, staffing and intervention services for students.*

**Identify Instructional Supports**

Benchmark Advance (K-5) contain specific strategies for teachers to support students who are at different levels, are English Language Learners, and who have different learning needs. Smarty Ants and Achieve 3000 programs provide supplemental support for students to utilize during the school day and at-home. Fidelity to the program is ensured through utilization in the power-learning block period during the school day or during Tier 1 small group instruction time. Heggerty phonics is a supplemental program delivered by kindergarten teachers in small group instruction time. Our common collaborative planning protocol will ensure teachers are adequately planning for lesson support. We will focus on student work analysis, questions that identify where students will struggle, and what supports teachers can put in to place to help.

**Ongoing Data Analysis**

The district will compile and analyze multiple data sources within the data dashboard to evaluate the effectiveness of T1 instruction: Mastery Connect, Benchmark Advance Unit assessments, IPG walk-through trend data, teacher observations, collaborative planning discussions, TCAP scores, and standards analysis provided by our district data manager.

### **RTI Intervention**

Students receiving intervention in all Tiers will be provided research-based interventions based on specific skill deficit areas determined by universal screening and diagnostic assessments. Progress monitoring and fidelity checks will occur on a regular basis.

### **High-dosage low-ratio tutoring**

Elementary will offer high-dosage low-ratio tutoring during the school day. High-dosage low-ratio tutoring follows all guidelines from the state and ensures students receive standards-based tutoring in a 1:3 ratio. All students should have access to grade level instruction no matter where they are in their continuum of learning. Tier I core instruction is essential to ensure that all students are continuing to accelerate their learning. Also, we hope to have for the next two years the United Way Raise Your Hand Grant to continue to fund after-school tutoring in grades 1, 2, and 3. Furthermore, due to the shortage of certified teachers, we look forward to the continued opportunity of using Grow Your Own educators to assist with the gap in our tutoring goals.

### **IPG Support**

The IPG is an ELA-specific walk-through tool that correlates with the TEAM rubric and the big three instructional shifts in the ELA standards. The district coordinators and instructional coaches will provide ongoing PD support to school administrators and teachers on the components of the IPG. The district-wide literacy vision encompasses the IPG indicators, so teachers will strengthen their understanding of the IPG tool and the literacy vision through Literacy Learning Walks, ongoing PD, and collaborative conversations.

### **Instructional Coach Professional Development**

Instructional coaches provide professional development during collaborative planning on an ongoing basis. District focus topics include foundational literacy, writing, comprehension strategies, data interpretation, and individualized instructional decisions for students.

### **Describe how your district intends to use their budget to execute the action steps and meet the stated goal.**

Funding support with an equity lens includes high fidelity instructional materials, professional development, personnel, and technology. Instructional materials are purchased for ELA instruction as well as intervention and high-dosage tutoring. Professional development is funded and needed to implement curriculum with fidelity. Ongoing support from instructional coaches, administrators, as well as district coordinators is necessary to oversee, reflect, and evaluate how instructional supports are being used in the classroom. Parent education will also be a focus with continued third grade parent meetings and procurement of resources that can be used at home to help students. Additionally, meetings with parents of fourth grades which may be an extension of this goal will be financially supported as necessary.

Instructional delivery is our number one priority and job embedded professional development is critical to ensure high academic success. High-quality instructional personnel take

precedence in our budget. Technology and software for instructional curriculum also plays a factor in the general budget. We understand that educators need support in understanding and mastering these areas. Student devices K-12 are one-to-one with chrome books for all students.

Additional staff members for high-dosage, low ratio tutoring and additional materials to support this learning are provided through the TN All Corp program. It is understood by all educators that to best meet the goal of third grade proficiency in ELA, we must give time, attention and dedicate funding to foundational blocks of preschool readiness as well as K-2 proficiency levels. ESSER funds have been used for TN ALL Corp tutoring, additional curriculum materials, and teacher retention. It is expected that TISA and general funds will replace these ESSER funds.

**Goal Statement 2**

*ACT/College and Career Readiness*

Dickson County Schools Districts will increase ACT scores in high schools as well College and Career Readiness. Our goal is to increase our average ACT scores, increase opportunities for Dual Enrollment, AP courses, and industry certifications.

*Performance Measure*

In the 2022-2023 school year 33.8% of 11<sup>th</sup> grade students scored at or above a 21 on the ACT. Our goal is to increase the number of students that score at or above a composite score of 21 or grow by at least 4 points between the first 11<sup>th</sup> grade ACT and subsequent ACT.

<b>School Year</b>	<b>Annual Outcome(s)</b>
Year 1: 2023-2024 School Year	36.8% of students will score 21 or higher on the ACT or grow by at least 4 points between the first 11 <sup>th</sup> grade ACT and subsequent ACT.
Year 2: 2024-2025 School Year	39.8% of students will score 21 or higher on the ACT or grow by at least 4 points between the first 11 <sup>th</sup> grade ACT and subsequent ACT.
Year 3: 2025-2026 School Year	42.8% of students will score 21 or higher on the ACT or grow by at least 4 points between the first 11 <sup>th</sup> grade ACT and subsequent ACT.
Year 4: 2026-2027 School Year	45.8% of students will score 21 or higher on the ACT or grow by at least 4 points between the first 11 <sup>th</sup> grade ACT and subsequent ACT.
Year 5: 2027-2028 School Year	48.8% of students will score 21 or higher on the ACT or grow by at least 4 points between the first 11 <sup>th</sup> grade ACT and subsequent ACT.

**Associated Metric/Data**

ACT assessment

**Action Steps**

*This may include descriptions of district-based programs, staffing and intervention services for students.*

**Data Analysis and ACT Prep**

Dickson County Schools will be providing ACT support through a targeted ACT programing. Individualized TVAAS projections will be analyzed and targeted students will receive ACT prep during a school day flex time. Strong content area teachers will provide the ACT prep to the targeted students based on their instructional expertise.

**Increase Earned Promoted Industry Certifications**

The District will collaborate with local and regional industry partners to prioritize certifications matched with the Tennessee Department of Education's CTE Office tiered list of Promoted Industry Credentials (ICs) by pathway and program of study. The District will prioritize increasing the number of Tier 2 and Tier 3 ICs available to all students across all program levels.

**Increase Dual Enrollment**

Dickson County Schools will continue to work with schools, teachers, students, and parents to inform what opportunities are available to students in the areas of dual enrollment. Each school will offer a variety of classes for students to receive college credit for academic or industry pathways.

**Describe how your district intends to use their budget to execute the action steps and meet the stated goal.**

We as a district have provided extra learning opportunities for our students to practice ACT tests, as well as provide a resource for students to learn on their own and given staff the tools necessary to assist students in improving scores. We have increased the number of industry certification tests that are available to our students in our career clusters and are working toward providing more work-based learning opportunities. Industry course personnel are funded through general funds. Equipment and material costs outside of CTE grants are absorbed and funded through general funds.

ISM grant is currently funding career counselors for each high school. When the ISM grant ends, these positions will move to general funds.

**Goal Statement 3:**

*Mathematics*

In the 2022-2023 school year, 33.9% of Dickson County 3<sup>rd</sup> – 11<sup>th</sup> grade students were proficient in mathematics. 50% or more students will score proficient on 3<sup>rd</sup> – 11<sup>th</sup> grade mathematics TCAP by 2027-2028.

**Performance Measure**

In the 2023-2024 school year, Dickson County Schools will increase achievement and growth for 3<sup>rd</sup> – 11<sup>th</sup> grade . Students in grades 3-11 will be measured by TCAP/EOC.

By August 2023, all math teachers, school leaders, and district leaders will engage in professional development to prepare for full implementation by the start of the school year.

<b>School Year</b>	<b>Annual Outcome(s)</b>
Year 1: 2023-2024 School Year	37.1% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC
Year 2: 2024-2025 School Year	40.3% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC
Year 3: 2025-2026 School Year	43.6% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC
Year 4: 2026-2027 School Year	46.8% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC
Year 5: 2027-2028 School Year	50% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC

**Associated Metric/Data**

3<sup>rd</sup> -8<sup>th</sup> Grade TnReady Math

High School EOC Mathematics testing

**Action Steps**

*This may include descriptions of district-based programs, staffing and intervention services for students.*

**Identify Instructional Supports**

Curriculum Associates iReady (K-5), McGraw-Hill TNReveal (6-8), and Big Ideas Learning (9-11) contain specific strategies for teachers to support students who have different learning needs.

IXL, iReady personalized path, and ALEKS provide supplemental support for students to utilize during the school day and at-home. Fidelity to the program is ensured through utilization during Tier 1 small group instruction time. Our common collaborative planning protocol will ensure teachers are adequately planning for lesson support. We will focus on student work analysis, questions that identify where students will struggle, and what supports teachers can put in to place to help. Tutoring assistance for students who are not meeting grade level expectations.

### **Ongoing Data Analysis**

The district will compile and analyze multiple data sources within the data dashboard to evaluate the effectiveness of T1 instruction: Mastery Connect, iReady Diagnostic, ALEKS Diagnostic, IPG walk-through trend data, teacher observations, collaborative planning discussions, TCAP/EOC scores, and standards analysis provided by our district data manager.

### **RTI Intervention**

Students receiving intervention in all Tiers will be provided research-based interventions based on specific skill deficit areas determined by universal screening and diagnostic assessments. Progress monitoring and fidelity checks will occur on a regular basis.

### **IPG Support**

The IPG is a math-specific walk-through tool that correlates with the TEAM rubric and math standards utilized in middle schools. The district coordinator and instructional coaches will provide ongoing PD support to school administrators and teachers on the components of the IPG. The district-wide math vision encompasses the IPG indicators, so teachers will strengthen their understanding of the IPG tool and the math vision through Learning Walks, ongoing PD, and collaborative conversations.

### **Instructional Coach Professional Development**

Instructional coaches provide professional development during collaborative planning on an on-going basis. District focus topics include fact fluency, conceptual understanding of math standards, data interpretation, and individualized instructional decisions.

### **Describe how your district intends to use their budget to execute the action steps and meet the stated goal.**

Funding support includes high fidelity instructional materials, professional development, personal, and technology. Instructional materials are purchased for math instruction as well as intervention. Professional development is funded and needed to implement curriculum with fidelity. Ongoing support from instructional coaches, administrators, as well as district coordinators is necessary to oversee, reflect and evaluate how instructional supports are being used in the classroom. We understand that educators need support in understanding and mastering these areas. Student devices K-12 are one-to-one with chrome books for all students.

Instructional delivery is our number one priority and job embedded professional development is critical to ensure high academic success. High-quality instructional personnel takes precedence in our budget. Technology and software for instructional curriculum also plays a factor in the general budget. Student devices K-12 are one-to-one with chrome books for all students.

ESSER funds have been used for additional curriculum materials and teacher retention.