

Board of Education Regular Meeting

November 11, 2025 5:00 PM

Central Office

I. Call to Order

II. Pledge of Allegiance

III. Roll Call

IV. Approval of Agenda

V. Special Items

1. Individuals to Address the Board
2. CTE Update
3. Student Celebrations
4. Teacher of the Year Recognition

VI. Consent Agenda

1. Approval of Minutes
2. 2025 LEA Compliance Report
3. Revised 2025-2026 Board Calendar of Events
4. 2025-2026 TISA District Accountability Report
5. Booster Supplemental Pay
6. Surplus

VII. Unfinished Business

1. Building and Grounds
 - a. Building and Grounds Report
2. Legislative Update
3. Policy Update

VIII. New Business

1. Director of Schools Retirement
2. Spring Club Sports
3. Bel Aire Playground Equipment Purchase

IX. District Report

1. Superintendent's Report
2. Board Chairman's Report
3. City Board Liaison Report
4. Personnel
5. Monthly Financial Report

X. Adjournment

Board of Education Regular Meeting
Tuesday, October 21, 2025 5:30 PM
Central Office

I. Call to Order

Chairman Uselton

II. Pledge of Allegiance

Broc Compton

III. Roll Call

Chairman Uselton

IV. Approval of Agenda

Chairman Uselton

Recommendation is to approve agenda as presented.

Motion: Mrs. Rosie Graham

Second: Mr. Andy Whitt

Result: Passed

Mr. Broc Compton: Yea, Mrs. Rosie Graham: Yea, Mrs.

Teresa Lawson: Yea, Mrs. Gigi Robison: Yea, Mrs. Kim

Uselton: Yea, Mr. Pat Welsh: Yea, Mr. Andy Whitt: Yea

Yea: 7, Nay: 0

V. Special Items

Chairman Uselton

V.1. Student Celebrations

Dr. Catherine Stephens

V.2. Athletics Update

John Olive

V.3. Individuals to Address the Board

Chairman Uselton

VI. Consent Agenda

Chairman Uselton

To accept the consent agenda as presented.

Motion: Mr. Pat Welsh

Second: Mrs. Teresa Lawson

Result: Passed

Mr. Broc Compton: Yea, Mrs. Rosie Graham: Yea, Mrs.

Teresa Lawson: Yea, Mrs. Gigi Robison: Yea, Mrs. Kim

Uselton: Yea, Mr. Pat Welsh: Yea, Mr. Andy Whitt: Yea

Yea: 7, Nay: 0

VI.1. Approval of Minutes

Chairman Uselton

VI.2. Surplus

Hank Jordan

VI.3. Updated AI Program Agenda

Dr. Catherine Stephens

VI.4. Band Booster Supplement Pay

Hank Jordan

VII. Unfinished Business

Chairman Uselton

VII.1. Legislative Update

Gigi Robison

VII.2. Policy Update

Gigi Robison

The policy committee recommends the approval of board policy 4.400 on a first and final reading.

Motion: Mrs. Rosie Graham

Second: Mr. Andy Whitt

Result: Passed

Mr. Broc Compton: Yea, Mrs. Rosie Graham: Yea, Mrs.

Teresa Lawson: Yea, Mrs. Gigi Robison: Yea, Mrs. Kim

Uselton: Yea, Mr. Pat Welsh: Yea, Mr. Andy Whitt: Yea
Yea: 7, Nay: 0

VIII. New Business

VIII.1. FY26 Budget Amendment

The staff is requesting to amend the FY26 General Purpose Budget by increasing the use of reserves to \$3,874,898.

Motion: Mrs. Gigi Robison

Second: Mr. Pat Welsh

Result: Passed

Chairman Uselton
Hank Jordan

Mr. Broc Compton: Yea, Mrs. Rosie Graham: Yea, Mrs. Teresa Lawson: Yea, Mrs. Gigi Robison: Yea, Mrs. Kim Uselton: Yea, Mr. Pat Welsh: Yea, Mr. Andy Whitt: Yea
Yea: 7, Nay: 0

IX. District Report

IX.1. Superintendent's Report

IX.2. Board Chairman's Report

IX.3. City Board Liaison Report

The City Board Liaison will be given an opportunity to address the Board.

IX.4. Personnel

IX.5. Monthly Financial Report

Chairman Uselton
Dr. Catherine Stephens
Chairman Uselton

Dr. Catherine Stephens
Hank Jordan
Chairman Uselton

X. Adjournment


To adjourn at 7:09 PM.

Motion: Mrs. Teresa Lawson

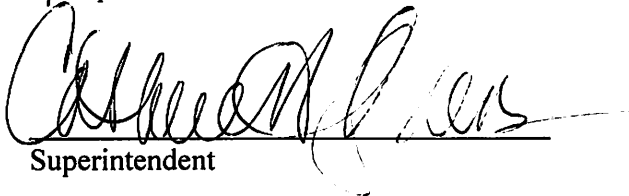
Second: Mr. Andy Whitt

Result: Passed

Mr. Broc Compton: Yea, Mrs. Rosie Graham: Yea, Mrs. Teresa Lawson: Yea, Mrs. Gigi Robison: Yea, Mrs. Kim Uselton: Yea, Mr. Pat Welsh: Yea, Mr. Andy Whitt: Yea
Yea: 7/Nay: 0



Chairperson



Superintendent



Agenda Items by Month 2025-2026

January			
For Study/Review		Board Meeting	
Insurance Rebids (as recommended by admin)		Tenure	Annual Board Action
2026-2027 Budget	Discussion	2026-2027 Budget	Discussion
Board Policy Review 4	Yearly review	Board Policy Review 4	Board Action if necessary
		Disciplinary Hearing Authority (Policy 6.316)	Annual Board Action
Board Winter Retreat		Principal and Supervisor of the Year Recognition	
Study Session for the purpose of Board Self-Evaluation (Policy 1.103)	To occur immediately following the adjournment of the January Board Mtg		

February			
For Study/Review		Board Meeting	
Individual Board Member Meeting with DOS	Schedule with Angel	Elementary Schools Building Reports by Assigned Board Members	
2026-2027 Budget	Discussion	2026-2027 Budget	Discussion
Board Policy Review 5	Yearly review	Board Policy Review 5	Board Action if necessary
		Annual Club Sports (Fall/Spring)	Board Action Required

March			
For Study/Review		Board Meeting	
2026-2027 Budget	Discussion	2026-2027 Budget	Discussion
		200-Day Accountability	Consent item
Board Policy Review	Yearly review	Board Policy Review	Board Action if necessary
DOS Evaluations	Out to board March 24, 2026 Due back March 30, 2026	Trustees for Non-Certified Retirement	Board Action Required

		Middle and High School Building Reports by Assigned Board Members	
		System-wide Professional Learning Plan	Annual Board Action Required 5.113

April			
For Study/Review		Board Meeting	
Consideration of DOS Contract/Contract Extension		Public Notice of Intent to Consider in May	
		Volunteer of the Year Recognition	
2026-2027 Budget	Discussion	2026-2027 Budget	Discussion
		Textbook Adoption (if applicable)	Consent item
Board Policy Review	Yearly review	Board Policy Review	Board Action if necessary
DOS Evaluation Review Week of 4/6/2026		Accept DOS Evaluation	Board Action
Review tuition fees for the upcoming school year	Yearly review	Approve tuition fees for the upcoming school year	Board Action Required
		Milk Bids for School Nutrition (when renewal ends)	Board Action if necessary

May			
For Study/Review		Board Meeting	
2026-2027 Budget	Discussion	2026-2027 Budget	Discussion
		DOS Surety Bond	Consent item
		Holland Awards	Consent item
		Wollman-Armstrong Scholarships	Consent item
Board Policy Review	Yearly review	Board Policy Review	Board Action if necessary
		Consideration of DOS Contract/Contract Extension	Board Action Required (first on agenda)
Finance Committee Meeting (To meet before the May BOE meeting)		Audit Results/Finance Committee Report	Board Action Required

June			
Strategic plan submitted by DOS	Discussion at Summer Retreat	Consolidated Application for Federal Funding	Consent item
Clyde Smith Jr. Leadership Award	Discussion at Summer Retreat	LCLA Budget	Consent item
		Kool Kids Budget	Consent item
		Food Services Budget	Consent item
Board Policy Review	Yearly review	Board Policy Review	Action if necessary
2026-2027 Budget	Discussion	2026-2027 Budget	Board Action Required
2026-2027 Board Event Calendar	Discussion	2026-2027 Board Event Calendar	Board Action Required
2026-2027 Board Agenda Items by Month	Discussion	2026-2027 Board Agenda Items by Month	Board Action Required
Review of Fee Schedule for Use of School Facilities (Policy 3.206)		Approval of Fee Schedule for Use of School Facilities (Policy 3.206)	Board Action Required
Differentiated Pay Plan	Yearly review	Differentiated Pay Plan	Annual Board Action Required 5.1101
Artificial Intelligence Enforcement Report per policy 4.214	Yearly review	Artificial Intelligence Enforcement Report	Annual Board Action Required 4.214

July			
For Study/Review		Board Meeting	
No Activities/Meeting if Required			
Evaluation tool presented to DOS by July 30 for the upcoming year			

August			
For Study/Review		Board Meeting	
Board School Assignments			
Work Group Appointments			
Board Policy Review 6	Yearly review	Board Policy Review 6	Board Action if necessary
		Clyde Smith Jr. Leadership Award	Board Action Required
Health Insurance Premium Cap	Discussion	Health Insurance Premium Cap	Board Action Required

September			
For Study/Review		Board Meeting	
Board Policy Review 3	Yearly Review	Board Policy Review 3	Board Action if Necessary
		Board Election of Officers	
		Depositories	Consent Item
		2024-2025 Unpaid Food Service Charges	Consent Item

October			
For Study/Review		Board Meeting	
		Clyde Smith Jr. Leadership Award Reception	
Board Policy Section 1	Yearly Review	Board Policy Section 1	Board Action If Necessary
Delegates to TSBA Convention	Discussion	Approval of Spring Club Sports	Board Action Required

November			
For Study/Review		Board Meeting	
Board Policy Section 2	Yearly Review	Board Policy Section 2	Board Action If Necessary
		Charter Review Team Committee Appointment Recommendation (if necessary)	Consent Item
		School Compliance Report	Consent Item
		Teacher of the Year Recognition	
		TISA District Report	Consent Item

December			
For Study/Review		Board Meeting	
No Activities/Meeting if Required			

AS 11/3/2025

Goal #1

Tullahoma (162) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: 3rd Grade ELA Proficiency

70 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2028
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	32.9%	Annual Tennessee State TCAP Assessment
Year 2: 2024-2025 school year (Use actual outcome)	39.7%	Annual Tennessee State TCAP Assessment
Year 3: 2025-2026 school year	52.8%	Annual Tennessee State TCAP Assessment
Year 4: 2026-2027 school year	57.1%	Annual Tennessee State TCAP Assessment
Year 5: 2027-2028 school year	62.4%	Annual Tennessee State TCAP Assessment

* Check the response that best describes the progress made on the 2024-25 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 2024-25 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 the current performance of 39.7% and the end goal of 70% in 2028, there is 30.3 percentage points that must be closed over the next three years. We will work to achieve the 52.8% target, representing an expected increase of 13.1 percentage points.

TCS will focus on short-term strategies to meet the 52.8% goal with actions centered around targeted interventions, data-driven instruction, and leveraging high-impact instructional practices for literacy.

The current rate of progress must accelerate in the next three years, so strengthening Tier 1 instruction will be a priority. We have focused our efforts on strengthening our teacher unit and lesson preparation process through the use of high-quality instructional materials. We have been monitoring our implementation of HQIM and unit prep, as well as our newly implemented collaboratives for teaching and learning. Our district conducts regular data reviews and IPG walks to support high-quality ELA instruction.

Our continued efforts in providing high-quality professional development and learning opportunities for our educators, as well as involving our families in our goals and objectives for student outcomes, will support our mission to achieve 70% proficiency rates in reading.

As with all things, setting goals that we monitor, reflect on, and adjust based on data and results will help us reach the goal by 2028.

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.
<p>This reflects the efforts of four elementary schools and their educators and staff who support our K-3 students. Director of Schools: \$215,000 Deputy Director: \$190,000 Principals: \$567,000. Assistant Principals: \$413,000. 56 K-3 Teachers, including 2 librarians: \$4,767,445. Technology: \$791,000. Educational Assistants: \$280,000. 1 RTI per school and 1 EA per school: \$480,000. Little Cats Staff Child Care: \$36,000. Counselors: \$359,899 Director of Curriculum, Instruction, Assessments, Federal Programs: \$145,000. Instructional Technology Coordinator: \$100,000. SPED Director and Coordinator: \$242,000</p>	<p>\$ 8,505,656.00</p>	<p>TISA funding has played a critical role in supporting our district's ongoing efforts to improve third-grade literacy outcomes. While we recognize that a 13.1% proficiency gap still exists, the targeted investments made through our budget have contributed to a steady upward trend in student performance over the past five years. This funding has allowed us to sustain and deepen our focus on high-impact strategies, including targeted professional learning for educators, the consistent use of high-quality instructional materials, and the implementation of data-driven instructional planning. These elements have worked in tandem to strengthen core instruction and intervention efforts, particularly for our most at-risk learners. The budget has also supported our district's commitment to collaboration through weekly planning sessions involving general education teachers, administrators, instructional coaches, SPED, ESL, RTI, and other support staff involved in educating our students. This integrated approach ensures that instruction is both aligned to grade-level expectations and responsive to individual student needs. The sustained investment in family engagement initiatives has helped us extend the impact of our literacy goals beyond the classroom. Through literacy nights, reading workshops, and take-home resources, families are increasingly involved in supporting reading development at home. Though challenges remain, the positive trajectory reflected in five years of literacy data demonstrates that our strategic use of TISA funding is working. We are moving in the right direction, and the gap, while still present, is narrowing. Continued support will be essential to maintaining this momentum and ensuring all students are reading on grade level by the end of third grade.</p>

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

1. Targeted Professional Learning in Literacy & HQIM

Funding will support continued professional development focused on literacy instruction and the use of high-quality instructional materials (HQIM) to build teacher capacity to deliver rigorous, standards-aligned instruction that accelerates student learning. Two instructional coaches (funded through supplemental funds of Title II and Title V) will lead embedded PD that will focus on curriculum implementation, prep cycles, and analysis of data, student work, and standards. Two in-service days will provide an opportunity for learning targeted to specific grade bands, subject areas, and teacher strategies that produce high impact for student outcomes. Our Title II funds will also be used to support this work.

2. Collaborative Weekly Planning Structures

Provide ongoing support for school-based collaborative planning time that includes RTI, SPED, ESL, and general education teachers. District-wide collaboratives have been implemented on a weekly basis that are focused on the preparation cycle of high-quality instructional materials. We want to ensure all educators co-plan instruction and interventions that accelerate learning for all students.

3. Integrity of HQIM & Standards-Aligned Instruction

We will ensure funding supports the consistent and intentional implementation of HQIM alongside standards guides and success criteria to promote coherence in instruction and ensure students master grade-level standards. We will continue to invest in coaching support, planning tools, and HQIM-aligned resources through curriculum and instructional improvement grants.

4. Refinement and Strengthening of RTI Systems

TCS will continue to improve RTI structures to meet students' diverse needs through personalized intervention by providing timely, data-informed support to close skill gaps. The district will continue to allocate funding for intervention materials, assessment tools, and RTI training through TISA and federal funding support.

5. In-School and Out-of-School Tutoring

Sustain tutoring initiatives focused on literacy during and beyond the school day in order to provide targeted academic support to accelerate student achievement. Funding sources are Title IV and V from federal funds, but this is in addition to the required tutoring that is funded through TISA.

6. Family Engagement for Academic Support

Continue to fund family engagement activities focused on literacy support, state rules, and promotion pathways to empower families as partners in student learning and success. Our district and schools have family engagement that educates our families as well as offer support for continued learning and growth at home and at school.

7. Summer Learning Continuation

Continue to offer high-impact summer learning programs with academic enrichment focused on literacy and math to prevent learning loss and extend academic progress into the summer months. Our federal and state funds support this work, but it is aligned to the work and focus of our general funding goals.

Monitoring & Evaluation:

The district reflects on this goal throughout the year as our third graders are held to a promotion pathway that our families, staff, and leaders know well. We work closely with home and school and evaluate our progress on benchmarking and universal screening results. We use academic achievement data, attendance, and program participation metrics to assess impact.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

Our district is deeply committed to ensuring that 70% of third-grade students are proficient in literacy by 2028. To achieve this goal, our budget is strategically designed to fund the people, tools, and systems that directly impact early literacy development.

A significant portion of our budget is allocated to recruiting, retaining, and supporting highly effective educators and staff in grades PreK-3. We recognize that teacher quality is one of the most significant factors influencing student success, particularly in the early years. Our investment ensures that our youngest learners are taught by educators who are knowledgeable in early literacy instruction and committed to closing achievement gaps.

We also invest in instructionally sound and engaging school leaders who are well-versed in effective pedagogy and best practices. These leaders play a key role in setting expectations for literacy instruction, supporting teachers, and monitoring student progress to ensure continuous improvement.

To ensure consistent and rigorous instruction, our district budget funds the purchase and implementation of high-quality instructional materials (HQIM), including explicit phonics resources and structured literacy supports aligned to state standards. These materials provide teachers with the tools needed to deliver daily, evidence-based instruction that meets the diverse needs of all students.

In today's learning environment, technology is also a key lever in supporting literacy. Our budget includes investments in educational technology that enhance instruction, allow for individualized learning pathways, and support progress monitoring in real time. These tools also help streamline intervention and remediation efforts.

Recognizing the importance of sustained adult learning, our district commits ongoing funding to professional development for educators and staff. This includes

training in the science of reading, effective use of HQIM, differentiated instruction, and data-driven decision-making. Our goal is to ensure all instructional staff have the knowledge and tools needed to help students meet third-grade literacy benchmarks.

In addition, we understand that literacy development does not happen in isolation. That's why our budget supports family engagement initiatives and resources that build partnerships between schools and families. Through workshops, communication tools, and take-home resources, we equip parents and caregivers with strategies to reinforce literacy skills at home and better understand the state's literacy expectations and promotion pathways.

In summary, our budget is intentionally aligned to support early literacy by investing in high-quality people, instructional materials, technology, professional learning, and family partnerships. Every dollar spent is a step toward our shared goal: ensuring all students are reading proficiently by the end of third grade and are fully prepared for the learning ahead.

Goal #2

Tulahoma (162) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 2:

70% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2028

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	34.9% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2024.	The number of graduating students who met the Ready Graduate criteria as defined by TDOE including: The number of graduating students who earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT) or: The number of students who complete four Early Postsecondary Opportunities (EPSOs) or: Year 4: 2026-2027 school year 53.2% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2027. - The number of students who complete two EPSOs + earn an industry credential or: - The number of students who complete two EPSOs + earn a score of 31 on military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT).
Year 2: 2024-2025 school year (Use actual outcome)	53.2%	The number of graduating students who met the Ready Graduate criteria as defined by TDOE including: The number of graduating students who earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT) or: The number of students who complete four Early Postsecondary Opportunities (EPSOs) or: Year 4: 2026-2027 school year 53.2% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2027. - The number of students who complete two EPSOs + earn an industry credential or: - The number of students who complete two EPSOs + earn a score of 31 on military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT).
Year 3: 2025-2026 school year	50.2% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2026.	The number of graduating students who met the Ready Graduate criteria as defined by TDOE including: The number of graduating students who earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT) or: The number of students who complete four Early Postsecondary Opportunities (EPSOs) or: Year 4: 2026-2027 school year 53.2% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2027. - The number of students who complete two EPSOs + earn an industry credential or: - The number of students who complete two EPSOs + earn a score of 31 on military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT).

Year 4: 2026-2027 school year	53.2% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2027.	The number of graduating students who met the Ready Graduate criteria as defined by TDOE including: The number of graduating students who earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT) or: The number of students who complete four Early Postsecondary Opportunities (EPSOs) or: Year 4: 2026-2027 school year 53.2% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2027. - The number of students who complete two EPSOs + earn an industry credential or: - The number of students who complete two EPSOs + earn a score of 31 on military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT).
Year 5: 2027-2028 school year	56.2% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2028.	The number of graduating students who met the Ready Graduate criteria as defined by TDOE including: The number of graduating students who earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT) or: The number of students who complete four Early Postsecondary Opportunities (EPSOs) or: Year 4: 2026-2027 school year 53.2% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2027. - The number of students who complete two EPSOs + earn an industry credential or: - The number of students who complete two EPSOs + earn a score of 31 on military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT).

* Check the response that best describes the progress made on the 2024-25 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 2024-25SY 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?

We will focus on maintaining fidelity to what's working (curriculum, instruction, interventions) and identify those high-leverage strategies that can be scaled across the district. We will continue our focus of closing gaps for all subgroups and provide differentiated support. We will revisit yearly targets and raise expectations slightly, while keeping 70% as the 2028 goal. In order to sustain this growth, the district will continue growing teacher and leader expertise in key instructional areas and provide professional development that is centered around our greatest areas of need.

Our collaboratives that are being implemented throughout the district will build teacher capacity and collaborative cultures that will strengthen preparation processes for teaching, as well as the depth of knowledge of educators. We will build systems that ensure proficiency and Ready Graduate success long-term, which will be a set standard of expectation for all students.

Our high school continues to celebrate, communicate, and motivate students and families to build trust around data and results from state requirements. The administrators and teachers are recognizing students and staff members who contribute to the culture of success.

Meeting your 2026-2027 goal early is a major win. It shows our strategies are effective, but it's also a turning point and we now shift our action plan from urgency-driven acceleration to a balanced focus on sustaining success, equity, and long-term systems building.

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.
Director of Schools: \$215,000 Deputy Director: \$190,000 CTE 12 Teachers: \$900,558 1 CTE Director: 137,475 Director of Curriculum, Instruction, Assessments, and Federal Programs: \$145,000 1 Additional Assistant Principal: \$96,000 Virtual Director, Teacher, Coach: \$300,000 High School Principal: \$169,650 Testing ACT Coordinator and Educator: \$94,000 CTE Nissan Center: \$60,000 SPED Director and Coordinator: \$242,000	\$ 2,449,000.00	Funding provided through TISA has played a vital role in helping TCS reach and exceed its annual goals across multiple focus areas. The funding has allowed TCS to maintain and expand a comprehensive CTE program that connects classroom learning with real-world applications. Under the leadership of the CTE Director, the district has built strong partnerships with local industries, postsecondary institutions, and community organizations to ensure programs remain aligned with current workforce demands. These partnerships have opened doors for students to explore career pathways in high-demand fields such as healthcare, technology, and skilled trades. Additionally, TCS's investment in educators who are experts in their trades has provided students with authentic, hands-on learning experiences that build both technical skills and professional confidence. These teachers not only bring valuable industry knowledge into the classroom but also mentor students as they work toward earning certifications, credentials, and college credit. These combined efforts have directly contributed to measurable improvements in the district's Ready Graduate (Ready Grad) rates. As more students complete advanced coursework, earn recognized industry credentials, and achieve ACT benchmarks, the percentage of students classified as Ready Graduates has continued to rise. This growth reflects the district's commitment to providing equitable opportunities and pathways that prepare every student for life after high school.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

1. Strengthen Career and Technical Education (CTE) Pathways

TCS will continue to provide a CTE Director to oversee program growth, industry partnerships, and alignment with state graduation requirements. The director will also work on strengthening programming by expanding CTE offerings that align with high-demand local industries, such as healthcare, technology, and skilled trades. TCS will continue to provide flexible scheduling and support for students attending off-site or dual-enrollment CTE courses. TCS will host career fairs, industry speaker series, and work-based learning opportunities to expose students to multiple post-secondary options. TISA funds also help us develop and promote competency-based and CTE-aligned pathways that allow students to demonstrate mastery through hands-on learning and credential attainment.

2. Enhance College Readiness and Early ACT Opportunities

TCS continues to offer ACT testing opportunities for sophomores and juniors to identify areas of growth early. Our educators offer after-school and summer ACT prep programs. We use diagnostic data to inform classroom instruction and individualized academic support plans through our technology resources and programs. Funding supports professional development for teachers to integrate ACT-aligned skills into core instruction.

3. Implement Restorative and Positive Behavior Supports

TCS will continue to implement Renaissance initiatives that recognize positive student behavior, academic achievement, and attendance. Funding will provide staff training in restorative conversations, circles, and conflict resolution to reduce disciplinary incidents and build community. TCS high school administrators and staff create student-led groups to promote school pride, peer accountability, and positive culture-building activities.

4. Refinement and Strengthening of RTI Systems

TCS will continue to improve RTI structures to meet students' diverse needs through personalized intervention by providing timely, data-informed support to close skill gaps. The district will continue to allocate funding for intervention materials, assessment tools, and RTI training through TISA and federal funding support.

5. In-School and Out-of-School Tutoring

Sustain tutoring initiatives focused on literacy during and beyond the school day in order to provide targeted academic support to accelerate student achievement. Funding sources are Title IV and V from federal funds, but this is in addition to the required tutoring that is funded through TISA.

6. Family Engagement for Academic Support

Continue to fund family engagement activities focused on literacy support, state rules, and promotion pathways to empower families as partners in student learning and success. Our district and schools have family engagement that educates our families as well as offer support for continued learning and growth at home and at school.

7. Summer Learning Continuation

Continue to offer high-impact summer learning programs with academic enrichment focused on literacy and math to prevent learning loss and extend academic progress into the summer months. Our federal and state funds support this work, but it is aligned with the work and focus of our general funding goals.

Monitoring & Evaluation:

The district reflects on this goal throughout the year as our third graders are held to a promotion pathway that our families, staff, and leaders know well. We work closely with home and school and evaluate our progress on benchmarking and universal screening results. We use academic achievement data, attendance, and program participation metrics to assess impact.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

As part of our district's continued commitment to student success, we are intentionally aligning our budget to support strategic initiatives that promote college and career readiness, academic growth, and a culture of excellence across all schools. Our budget plan is designed to directly address key priorities that not only expand access and opportunity for students but also empower educators to deliver high-quality instruction in a collaborative, student-centered environment.

First, we will continue to allocate funds to support Career and Technical Education (CTE) and alternate graduation pathways. This includes investing in updated equipment, industry certifications, and partnerships with local businesses and technical colleges that provide students with real-world experiences and career-ready skills. Our goal is to ensure that every student has access to a pathway that matches their interests and strengths, and that they graduate prepared for success in college, career, or the military.

We are also committed to expanding opportunities for early exposure to the ACT, recognizing the importance of this assessment in postsecondary planning. Our budget supports not only early ACT access for students, but also targeted instructional support in key skill areas such as reading comprehension, mathematical reasoning, and test-taking strategies. This effort is intended to reduce barriers and increase achievement for all students, particularly those who may need additional preparation time to meet benchmarks. We supplement these efforts with some federal funding that aligns with our school improvement plan/goals of improving our graduation rates.

To cultivate a culture of academic ownership and continuous improvement, we are investing in programs such as Renaissance, which celebrate student achievement, promote goal-setting, and foster intrinsic motivation. These programs help students recognize their own growth, take responsibility for their learning, and strive for personal excellence.

In addition to student-centered strategies, our budget prioritizes high-quality professional learning for all educators and staff. We are committed to ensuring that our teams have access to the latest research-based practices, instructional resources, and collaborative learning opportunities. This includes funding for content-specific training, leadership development, and ongoing coaching that directly support classroom instruction and student outcomes.

The TISA budget allocates funds to support the recruitment, hiring, and retention of highly qualified educators and support staff dedicated to improving overall

student achievement. Funding will be used to attract skilled teachers through competitive salaries and benefits, ensuring the district remains an employer of choice. Professional development opportunities, mentoring programs for new teachers, and instructional coaching will be provided to enhance instructional practices and promote staff collaboration. By investing in a stable, highly qualified workforce, the district aims to strengthen instructional quality, align teaching practices with evidence-based strategies, and foster continuous improvement in student outcomes.

Our TISA budget supports these initiatives with some additional support from our federal funds, supplementing the goals within teaching and learning that impact graduation rates and overall student success. The two district-instructional coaches are one way the federal funding supplements our district goals, which align with our TISA and district improvement plan.

Goal #3

Tulahoma (162) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Goal Statement 3:

TCS will achieve 93.8% state graduation rate by 2028.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	94% state Graduation rate for 2024	State Graduation Rate
Year 2: 2024-2025 school year (Use actual outcome)	TCS will achieve a 91.1% graduation rate by 2025.	State Graduation Rate
Year 3: 2025-2026 school year	TCS will achieve a 92% graduation rate by 2026.	State Graduation Rate
Year 4: 2026-2027 school year	TCS will achieve a 92.9% graduation rate by 2027.	State Graduation Rate
Year 5: 2027-2028 school year	TCS will achieve 93.8% graduation rate by 2028.	State Graduation Rate

* Check the response that best describes the progress made on the 2024-25 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 2024-25SY 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?

With current progress reaching 93.5%, .3 percentage points shy of the 2028 goal of 93.8%, it's clear that our existing strategies have been largely effective. This strong performance indicates that we are on the right track. However, as we continue in this work, it's essential to recognize that maintaining high achievement often presents unique challenges that require increased precision and focus.

Moving forward, the plan is to stay the course but tighten our focus. Rather than overhauling the strategy, we will refine and optimize existing efforts. This includes a deeper analysis of areas with slower growth, such as specific subgroups, regions, or systemic barriers that may be contributing disproportionately to the remaining shortfall. By identifying and understanding these areas, we can redirect resources and tailor strategies where they are most needed.

To support this, we will enhance monitoring and accountability mechanisms. By increasing the frequency of data reviews, we can make more responsive, evidence-based decisions and quickly adapt to emerging challenges. These agile adjustments will help maintain momentum while proactively addressing underperformance.

At the same time, we are preparing for what comes after reaching the target. As we work toward the 93.8% goal, our focus will also include building systems that ensure long-term sustainability. This means institutionalizing what works, scaling high-impact initiatives, and embedding best practices into organizational frameworks to maintain and even surpass our goal in the years beyond 2028.

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.
Director of Schools: \$215,000 Deputy Director: \$190,000 Technology Director: \$163,000 Director of Student Services: \$130,000 Director of Curriculum, Instruction, Assessments, and Federal Programs: \$145,000 Virtual Director, Teacher, Coach: \$300,000 High School Principal: \$169,650 Testing ACT Coordinator and Educator: \$94,000 CTE Director: 137,475 CTE 12 Teachers: \$900,558 K-12 SPED: \$2,945,000 (29 teachers, 25 EAs) SPED Director and Coordinator: \$242,000 6-12 Teachers: \$7,100,000 Virtual Adjuncts: \$170,000 Holiday Bonuses: \$153,000 High School Assistant Principals (3): \$330,000 Middle School Principals (2): \$306,000 Middle School Assistant Principals (2): \$218,000 High School Counselors (3): \$281,000 Guidance Secretary: \$39,000	\$ 14,228,000.00	The strategic allocation of funds, personnel, and resources has been instrumental in supporting TCS's efforts to improve graduation rates. By investing in highly qualified educators, counselors, interventionists, and support staff, the district ensures that every student has access to expert guidance, individualized support, and opportunities that address their unique academic, social, and emotional needs. The continued expansion of Career and Technical Education pathways, supported by a dedicated CTE Director and specialized educators, provides students with relevant, high-demand skills and industry-recognized credentials that directly contribute to graduation readiness and postsecondary success. Similarly, the Virtual Academy and flexible learning pathways offer students personalized options to stay engaged and on track, removing barriers that could impede progress toward graduation. Programs such as Renaissance and other recognition initiatives reinforce a culture of improvement, accountability, and ownership of learning. By celebrating student growth, academic achievement, and positive behaviors, these programs motivate students to remain engaged, build resilience, and take responsibility for their educational journey. Counseling and strategic planning efforts further ensure that students receive individualized guidance in course selection, college and career readiness, and postsecondary planning. High school counselors work closely with students and families to create actionable plans, monitor progress, and intervene early when challenges arise, ensuring no student falls behind. The district's investment in instructional resources, professional development, technology, and intervention materials provides students and educators with the tools necessary to succeed. These supports reinforce classroom instruction, offer targeted academic interventions, and allow for data-driven decision-making that closes skill gaps and accelerates student learning. Collectively, these strategies, supported by intentional spending on personnel and resources, create a comprehensive framework that addresses both academic and non-academic factors influencing student success and graduation rates. By providing a network of high-quality educators, robust programs, flexible pathways, and targeted supports, TCS is not only meeting its graduation goals but also exceeding expectations, ensuring students are prepared for college, career, and lifelong learning.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

1. Continue to Support and Expand Exploratory Learning Opportunities

We will continue to offer exploratory rotations in areas such as STEM, robotics, digital media, agriculture, and the arts to help students identify interests and potential career pathways, beginning in our middle school grades. All of our K-12 schools will continue to introduce age-appropriate career awareness lessons in collaboration with local industries and community partners. TCS will continue to coordinate field trips, job-shadowing days, and industry visits to expose students to various professions and postsecondary options.

2. Support and provide flex pathways for our students through our virtual academy.

TCS will maintain and strengthen the Virtual Academy as a district-supported alternative learning pathway for students seeking flexible scheduling or non-

traditional environments. The TVA Director will continue to strengthen and increase course offerings to include a broader range of core, elective, and advanced courses that meet graduation requirements and college readiness standards. The instructors will continue to develop personalized learning plans for Virtual Academy students to ensure that course selections align with postsecondary goals and career pathways.

3. Build and foster a culture of improvement and ownership of learning in our students through programs such as Renaissance.

The high school will work to expand Renaissance recognition initiatives to honor student achievements in academics, attendance, leadership, and citizenship. The administration and lead educators will implement tiered recognition systems that celebrate both high achievement and significant academic or behavioral improvement. Some of our funds will be used within this program to highlight student success stories through newsletters, social media, and school displays to create visible pride in academic and personal progress.

4. Refinement and Strengthening of RTI Systems

TCS will continue to improve RTI structures to meet students' diverse needs through personalized intervention by providing timely, data-informed support to close skill gaps. The district will continue to allocate funding for intervention materials, assessment tools, and RTI training through TISA and federal funding support.

5. In-School and Out-of-School Tutoring

Sustain tutoring initiatives focused on literacy during and beyond the school day in order to provide targeted academic support to accelerate student achievement. Funding sources are Title IV and V from federal funds, but this is in addition to the required tutoring that is funded through TISA.

6. Individual Academic and Career Planning

Staff will use data-driven monitoring systems to track credit accumulation, attendance, behavior, and academic performance. These provided staff will conduct quarterly progress reviews for students at risk of falling behind, with actionable intervention plans. Provide financial literacy and career readiness seminars to prepare students for independence after graduation. The staff integrates portfolio development where students track achievements, extracurricular involvement, and credentials for postsecondary applications. Funding will allow our schools to host family planning nights to review graduation requirements, dual enrollment options, and career pathways and provide guidance on postsecondary planning, including college applications, financial aid, scholarships, and workforce opportunities. Additionally, funds will allow us to maintain regular communication through newsletters, parent portals, and individual conferences to keep families informed and engaged.

7. Summer Learning Continuation

Continue to offer high-impact summer learning programs with academic enrichment focused on literacy and math to prevent learning loss and extend academic progress into the summer months. Our federal and state funds support this work, but it is aligned with the work and focus of our general funding goals.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

Our district remains committed to meeting the diverse academic and developmental needs of our students by aligning our budget to support innovative and student-centered strategies. With a focus on both expanding opportunities and improving instructional quality, we have prioritized funding to directly support key goals that guide our ongoing work.

First, the district recognizes that the most effective way to impact student achievement and graduation rates is through the recruitment, development, and retention of highly qualified educators and support staff who are committed to student success. Funding will be allocated to sustain and strengthen key instructional and support positions, including school administrators, classroom teachers, interventionists, counselors, Career and Technical Education (CTE) staff, and many other impactful positions. These professionals play a vital role in identifying and addressing barriers to graduation by providing personalized academic instruction, targeted interventions, and social-emotional supports. The district will also continue to fund a dedicated CTE and a Virtual School

Director, ensuring that every student has access to multiple routes to earn a diploma and become college or career-ready. Support staff positions, including instructional assistants and family engagement liaisons, are also funded to provide additional layers of academic and behavioral support that keep students connected to school and on track for graduation.

TCS will continue to invest in exploratory opportunities for students, ensuring they have access to a variety of learning experiences that spark curiosity, build foundational skills, and encourage future academic and career exploration. Our budget supports materials, staffing, and resources for programs in areas such as the arts, STEM, physical education, and technology-helping students discover interests and talents that shape their future learning pathways.

Second, we are committed to expanding flexible learning pathways through our Virtual Academy. The budget will support virtual learning infrastructure, course offerings, and instructional staff to ensure that students who need a non-traditional learning environment, due to personal, academic, or scheduling needs, have access to high-quality instruction and support. This flexibility empowers students to take ownership of their education in ways that best meet their unique circumstances.

We will also continue to invest in programs that foster a culture of continuous improvement and student ownership of learning. These initiatives promote student recognition, goal-setting, and intrinsic motivation. Budget allocations will support the tools, technology, and incentives needed to sustain these programs, helping students celebrate growth and develop a strong sense of responsibility for their learning journey.

Equally important is our commitment to high-quality professional learning for educators and staff. The budget will fund training aligned to instructional best practices, curriculum implementation, technology integration, and student engagement strategies. We are dedicated to ensuring that all staff have the tools, support, and ongoing development needed to meet the evolving needs of our students.

Finally, we will continue to support our work, which is aligned with our district improvement plan, focusing on continuous growth in math, reading, and the graduation rate, all of which align with this objective. Our leaders and our teachers are aligned in our goals and objectives, and are part of the positive upward trends in our data. With the continued blending of TISA and federal funds, which work together to support our work on student acceleration and readiness for college and career, we are confident that we will continue to see upward trends in our annual outcomes.

TISA Survey Public Feedback 2025

Goal Statement 1: *70% of students will score proficient on the 3rd-grade ELA TCAP by 2030.*

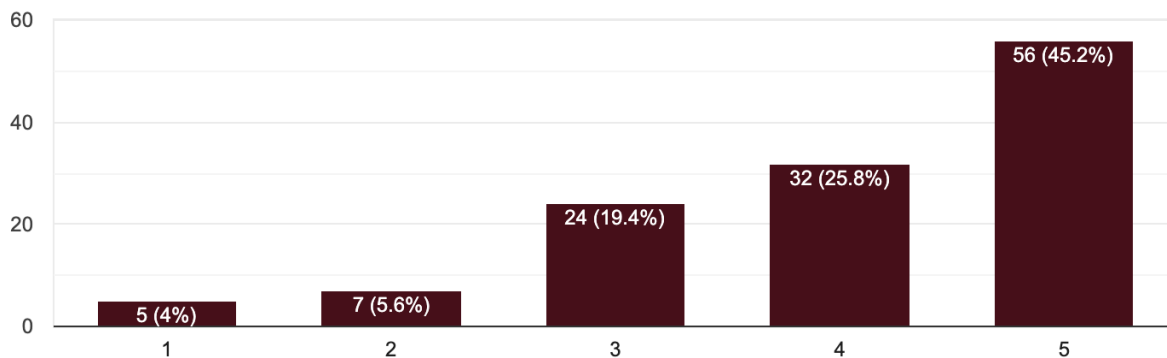
Action Steps:

At the end of each year, the district will evaluate current action steps and add additional steps needed to support the goal of 70% of TCS third graders reaching proficiency by 2030. These action steps will be repeated annually in the five-year increments of this TISA plan unless the district changes them during the annual review.

1. Provide Professional Learning that supports educators in effectively utilizing High-Quality Instructional Materials (HQIM) in teaching and learning.
2. Provide Professional Learning to develop and enhance best practices for teaching and learning related to literacy.
3. Provide Professional Learning to support Social Emotional Learning (SEL) and appropriate responses to trauma and behaviors associated with Adverse Childhood Experience (ACE) scores of students and adults.
4. Ensure teachers have access to HQIM for small groups to close learning gaps and scaffold learning within Tier 1 classroom instruction in grades K-5.
5. Support and foster strategic implementation of HQIM in Tier 1 instruction.
6. Utilize community partners, such as Reading Buddies, to work with students using HQIM provided by the teacher.
7. Utilize the iReady Toolbox, benchmarking assessments, and student online standards-based learning to identify and close learning gaps.
8. The addition of assistant principals to all elementary sites helps to support professional learning communities, ensure strategic use of resources, and provide actionable, relevant feedback to teachers during literacy instruction.
9. Provide ongoing support to grow the implementation of Parent Square to bolster school-to-home connections and strengthen parental involvement with student progress/performance through this communication tool.

10. Train and equip school nurses to provide medical support or intervention for students in minor situations, as we desire to keep students in school.
11. Create and strengthen practices of recruiting, hiring, and retaining highly qualified teachers.
12. Provide ongoing support to principals to help ensure we retain highly effective leaders.
13. Provide resources and training for counselors, social workers, and behavior specialists to support students' behavioral, social, mental, and emotional health and growth.
14. Provide HQIM and training to teachers to better support English language learners and students with disabilities.
15. Elementary Schools will work with the state's Literacy Implementation Network (LIN) alongside the National Institute for Excellence in Teaching (NIET) in efforts to strengthen our literacy teaching and learning.
16. An Instructional Leadership Team has been created and will work collaboratively to strengthen teaching and learning and professional development opportunities.
17. TCS has hired one RTI teacher and one RTI assistant in our four elementary schools, two middle schools, and high school to support our K-12 intervention.

Please provide feedback on this goal and how it will be budgeted on a scale of 1 (strongly disagree) to 5 (strongly agree.)



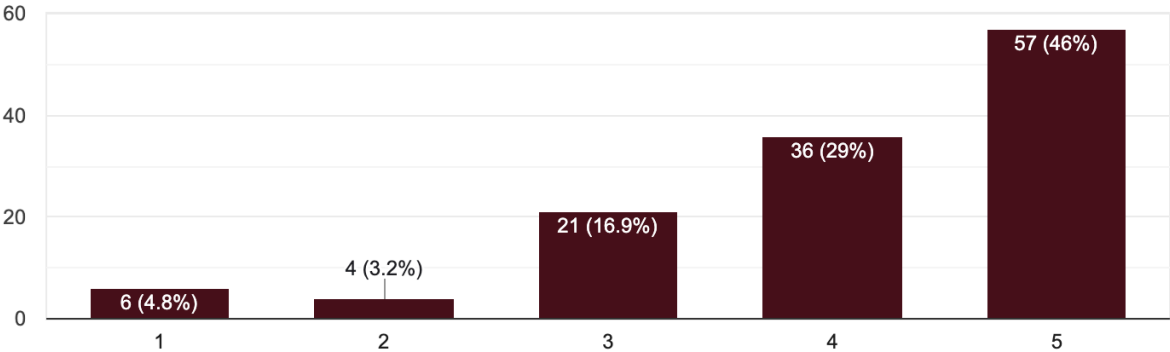
Percentage of Neutral to Strongly Agree: 90%
Percentage of Agree and Strongly Agree: 71%

Describe how your district intends to use its budget to execute the action steps and meet the outcomes of Goal #1.

1. We will utilize our allocated funding to facilitate and support professional learning with district-adopted High-Quality Instructional Materials (HQIM), Benchmark Universe. This curriculum offers several options for small groups, assessments, and enrichment. Our focus this year will be on small groups and individualized instruction. We will also support professional learning through TISA funding to grow and develop literacy best practices in teaching and learning. Funding from TISA will provide us with the resources to support the SEL needs of our students and guide the tiered supports necessary to equip them to meet the rigorous academic standards.
2. We will purchase and provide teachers with resources connected to our current HQIM curriculum to support third and fourth-grade tutoring.
3. We will allocate funding to support schools in their efforts to acquire the necessary resources needed for the reading buddies from our community.
4. We will support every elementary school with the addition of an assistant principal and continue to provide training and learning for administrators related to literacy, math, CS standards, and science.
5. TISA funds will be used to purchase a tool for school-to-home communication to better support district, school, classroom, and home communication needs. Translation for our multi-lingual families is included.
6. We will continue using allocated funding to purchase HQIM to meet the needs of English language learners and students with disabilities, promoting progress, growth, and family engagement.
7. TISA funds will be used to hire and retain highly qualified teachers, librarians, educational assistants, counselors, behavioral specialists, and social workers to support the whole child.
8. An Instructional Leadership Team has been created and will work collaboratively to strengthen teaching and learning and professional development opportunities. TISA funds will support the work of this team.
9. TCS has hired one RTI teacher and one RTI assistant in our four elementary schools, two middle schools, and high school to support our K-12 intervention.

Please provide feedback on this goal and how it will be budgeted on a scale of 1 (strongly disagree) to 5 (strongly agree.)

124 responses



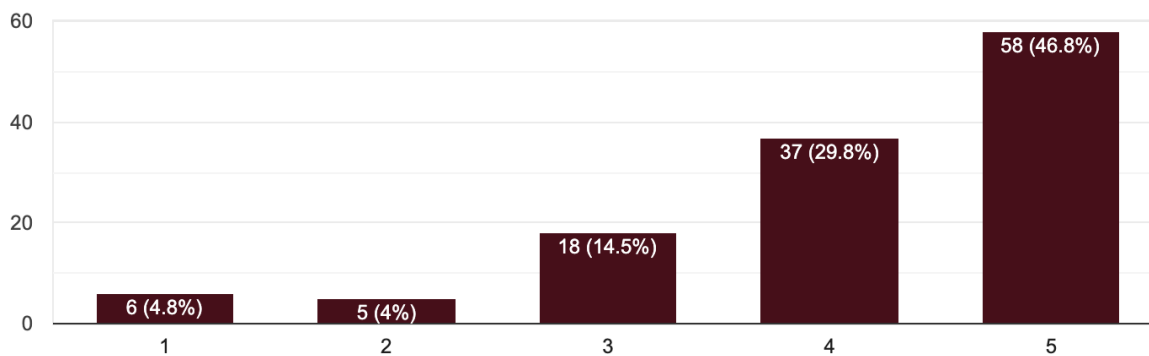
Percentage of Neutral to Strongly Agree: 92%
Percentage of Agree and Strongly Agree: 75%

Goal Statement 2: 56.2% of graduating students will meet the Ready Graduate criteria as defined by TDOE by 2028.

In addition to what is provided and outlined in Goal Statement 1, these additional supports are provided specifically for Goal 2.

- Provide transportation for students with IEPs (Individualized Education Plans) in grades 4-12 as determined by the IEP team's decision. This support will also extend to these students taking Advanced Placement (AP) courses and will provide opportunities for ASVAB testing.
- Offer industry-aligned WBL opportunities.
- Provide a STEM teacher at both middle schools.

Please provide feedback on this goal and how it will be budgeted on a scale of 1 (strongly disagree) to 5 (strongly agree.)



Percentage of Neutral to Strongly Agree: 91%

Percentage of Agree and Strongly Agree: 77%

Describe how your district intends to use its budget to execute the action steps and meet the outcomes of Goal #2.

In addition to the action steps that are outlined on Goal 1, these additional steps are added specifically for Goal 2:

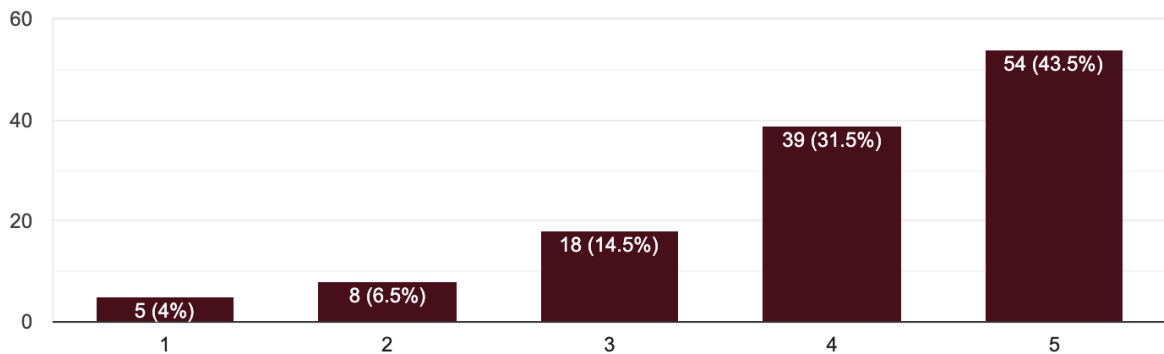
- The addition of a full-time CTE Director will continue to support a key initiative of the LEA strategic plan of strengthening the "School to Work Pathway."
- We will continue to support salaries and benefits for the Virtual Academy and Career Coach to promote innovative, flexible options for education.
- Funding will be used to maintain attendance personnel, RTI, Director of Student Services, and WBL Coordinator (WBL Coordinator will be funded 100% by ISM)

and 0% by TISA for FY24, 75% ISM and 25% TISA for FY 25, 50% ISM and 50% TISA for FY26, and 100% TISA moving forward).

- Funding to purchase and maintain instructional equipment that supports standard and content objectives while enriching the learning experiences of high school students.
- Fund and plan for career explorations and materials that will expose students to the opportunities in the near future.
- Fund the SPED Director and Coordinators that support the development and implementation of ILP's, ILPD's, 504's, and IEP's of the district in order to ensure proper support for our students with unique learning needs.
- Fund transportation for students with IEP's with special circumstances requiring district transport.
- Intentional WBL industry-aligned opportunities will be organized with community partners to provide a quality capstone experience that adds value to the student's educational experience.
- Middle school STEM teachers will be funded (Middle school STEM teachers will be funded 100% by ISM and 0% by TISA for FY24, 75% ISM and 25% TISA for FY 25, 50% ISM and 50% TISA for FY26, and 100% TISA moving forward).

Please provide feedback on this goal and how it will be budgeted on a scale of 1 (strongly disagree) to 5 (strongly agree.)

124 responses



Percentage of Neutral to Strongly Agree: 90%

Percentage of Agree and Strongly Agree: 75%

Goal Statement 3: *TCS will achieve a 93.8% graduation rate.*

Action Steps:

1. Provide Professional Learning in High-Quality Instructional Materials (HQIM) for all subject matters.
2. Provide Professional Learning in best practices for teaching and learning related to all content areas.
3. Provide Professional Learning in Social Emotional Learning (SEL) and appropriate responses to trauma and behaviors associated with Adverse Childhood Experience (ACE) scores of students and adults.
4. Support and foster strategic implementation of HQIM in Tier 1 instruction.
5. Continue to implement Parent Square to bolster school-to-home connections and strengthen parental involvement with student progress/performance through this communication tool.
6. Train and equip the school nurses to help and support students in need of medical support or intervention in minor situations, as we desire to keep students in school.
7. Create and strengthen practices of recruiting, hiring, and retaining highly qualified teachers.
8. Provide support to principals so that we retain highly effective leaders.
9. Equip counselors, social workers, and behavior specialists with needed resources and training to support students in behavioral, social, mental, and emotional health and growth.
10. Provide HQIM and teacher training to support English language learners and students with disabilities.
11. The addition of a full-time TCS CTE Director will continue to support students in career and college readiness in grades K-12.
12. The addition of a Graduation Coach will continue to ensure students in virtual school are supported on their high school journey to achieving graduation goals.

13. Train and provide ongoing support to attendance personnel, RTI personnel, the Director of Student Services, and the Work-Based Learning Coordinator.

14. Purchase and maintain instructional technologies essential for effective teaching and learning.

15. Offer industry-aligned Work-Based Learning (WBL) opportunities.

16. Train and provide support to the SPED Director, SPED Fiscal Administrative Assistant, SPED Coordinator, TNPulse IEP Compliance Coordinator, and Data Coordinator.

17. The addition of a STEM teacher at each middle school will continue to support our science and engineering learning as well as our college and career preparation.

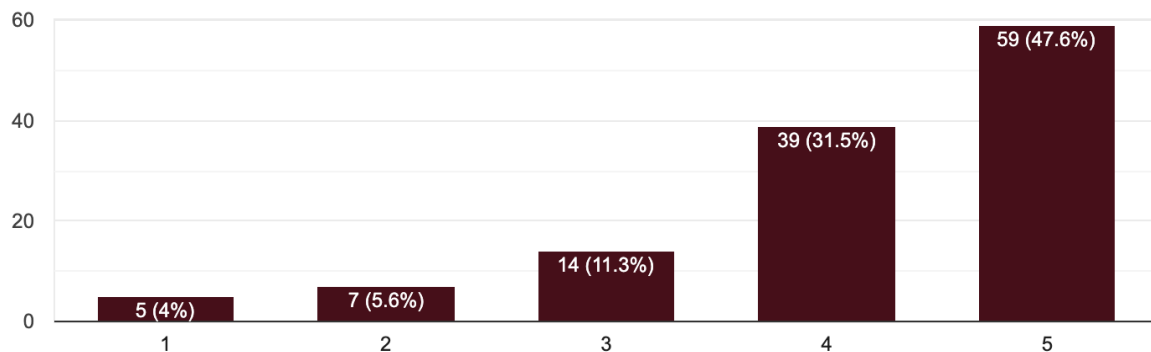
18. An Instructional Leadership Team has been created and will work collaboratively to strengthen teaching and learning and professional development opportunities.

19. TCS has hired one RTI teacher and one RTI assistant in our four elementary schools, two middle schools, and high school to support our K-12 intervention.

20. Elementary Schools will work with the state's Literacy Implementation Network (LIN) alongside the National Institute for Excellence in Teaching (NIET) in efforts to strengthen our literacy teaching and learning.

Please provide feedback on this goal and how it will be budgeted on a scale of 1 (strongly disagree) to 5 (strongly agree.)

124 responses



Percentage of Neutral to Strongly Agree: 90%
Percentage of Agree and Strongly Agree: 79%

Describe how your district intends to use its budget to execute the action steps and meet the outcomes of Goal #3.

1. We will use allocated funding to support professional learning with district-adopted High-Quality Instructional Materials (HQIM), Big Ideas, and Houghton Mifflin Harcourt (HMH). We also will support professional learning through TISA funding to grow teacher practices and understanding of district curriculum.
2. Funding from TISA will provide us with resources to support SEL needs and guide the tiered supports needed to equip students to meet the rigor required in the academic standards.
3. TISA funding will be used to purchase a communication tool to support district, school, classroom, and home communication needs. A translation for our multi-lingual families is included.
4. We will continue intentionally using allocated funding to purchase HQIM to meet the needs of English language learners and students with disabilities to ensure progress, growth, and family engagement.
5. Funding will be used to continue to provide a full-time school nurse for each school to support students being present at school.
6. TISA funds will be used to hire and retain highly qualified teachers, librarians, educational assistants, counselors, behavioral specialists, and social workers to support the whole child.
7. Funds will be used for principal salaries and benefits to support and retain quality school leaders.
8. TISA funding permitted an additional assistant principal at the high school level which will continue to support our teachers and students.
9. The addition of a full-time CTE Director will continue to support a key initiative of the LEA strategic plan of strengthening the "School to Work Pathway."
10. We will continue to support salaries and benefits for Tullahoma Virtual Academy (TVA) and the TVA Career/Graduation Coach to promote innovative, flexible options for education.
11. Funding will be used to maintain attendance personnel, RTI, Director of Student Services, and WBL Coordinator (WBL Coordinator will be funded 100% by ISM and 0% by

TISA for FY 24, 75% ISM and 25% TISA for FY 25, 50% ISM and 50% TISA for FY 26, and 100% TISA moving forward).

12. Funding to purchase and maintain instructional equipment that supports standard and content objectives while enriching the learning experiences of high school students.

13. Fund and plan for career explorations and materials that will expose students to the opportunities in the near future.

14. Fund the SPED Director and Coordinators that support the development and implementation of ILP's, ILPD's, 504's, and IEP's of the district in order to ensure proper support for our students with unique learning needs.

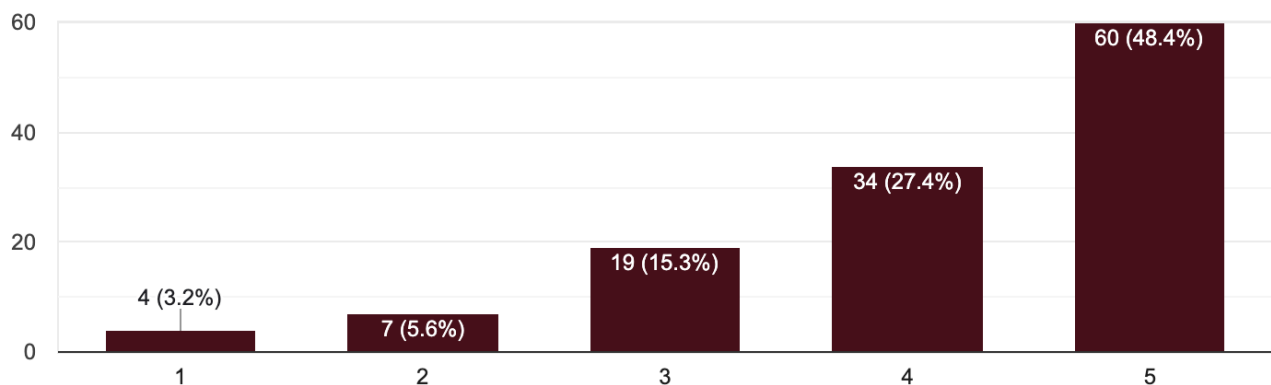
15. Fund transportation for students with IEP's with special circumstances requiring district transport.

16. Intentional WBL industry-aligned opportunities will be organized with community partners to provide a quality capstone experience that adds value to the student's educational experience.

17. Middle School STEM teachers will be funded 100% by ISM and 0% by TISA for FY 24, 75% ISM and 25% TISA for FY 25, 50% ISM and 50% TISA for FY26, and 100% TISA moving forward.

Please provide feedback on this goal and how it will be budgeted on a scale of 1 (strongly disagree) to 5 (strongly agree.)

124 responses



Percentage of Neutral to Strongly Agree: 91%
Percentage of Agree and Strongly Agree: 76%

East Middle School requests to surplus the following copiers:

1. Kyocera KM5050 - not operational
2. Riso EZ 221 U - not operational

If approved, the units will be recycled.

Jack T Farrar would like to surplus the following copier:

1. **Kyocera Taskalfa 4501i- not operational**

If approved, the copier will be recycled.

Tullahoma City Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: <h2 style="text-align: center;">Safe Relocation of Students</h2>	Descriptor Code: <p style="text-align: center;">6.4081</p>	Issued Date: <p style="text-align: center;">11/11/25</p>
		Rescinds: <p style="text-align: center;">6.4081</p>	Issued: <p style="text-align: center;">02/24/14</p>

1 Teachers who are directly responsible for a student’s education or other employees who interact with
2 students on a professional basis may relocate a student from the student’s present location to another
3 location when such relocation is necessary for the student’s safety or the safety of others.¹ Such
4 employees may also intervene in a physical altercation between two (2) or more students or between a
5 student and a district employee. Reasonable or justifiable force may be used to physically relocate or
6 intervene in a conflict if a student is unwilling to cooperate.² If an employee is unable to resolve the
7 matter with the use of reasonable or justifiable force, the student shall be allowed to remain in place until
8 local law enforcement officers or school resource officers can be summoned to relocate the student or
9 take the student into custody until a parent/guardian can retrieve the student.

10 In the event that physical relocation becomes necessary, the employee shall immediately file a brief
11 report of the incident with the principal. If the student's behavior constitutes a violation of the Board's
12 zero tolerance policy, the report shall be placed in the student's permanent record. Otherwise, the report
13 shall be kept in the student's discipline record and not become a part of that student's permanent record.
14 The principal/designee shall notify the employee involved of the actions taken to address the behavior
15 of the relocated student.¹

16 The Director of Schools shall develop administrative procedures regarding the safe relocation of students
17 consistent with state law. Each principal shall fully support the employees' authority to relocate a student
18 and ensure appropriate implementation and reporting.

Legal References

1. [TCA 49-6-2802](#)
2. [TCA 39-11-603](#); [TCA 39-11-609](#); [TCA 39-11-610](#);
[TCA 39-11-611](#); [TCA 39-11-612](#); [TCA 39-11-613](#);
[TCA 39-11-614](#); [TCA 49-6-4107](#)

Cross References

- Code of Conduct 6.300
- Interference/Disruption of School Activities 6.306
- Zero Tolerance Offenses 6.309
- Special Education Students 6.500

Bel-Aire Elementary has spent the past year raising funds to install an all-inclusive playground. The school’s fundraising campaign began with a grant from the Tullahoma Education Foundation for Excellence (TEFE) and the Community Foundation of Middle Tennessee, followed by an award from the Tennessee Environmental Act Program (TEAP) through the Tennessee Department of Environment & Conservation. Additional funding has been generated through PTO-led fundraising efforts, as well as donations from corporations, civic organizations, and individual community members. Through these combined efforts, Bel-Aire has secured the majority of the funds necessary to move forward with this project. The total estimated cost of the playground project is \$225,000. The table below outlines the project’s funding sources and uses.

Source	\$	Use	\$
TEAP/Donor	\$70,000	Poured Rubber Surface	\$69,764
TEFE Grant	\$34,000	Spinner & Sensory	\$30,850
Community Foundation Grant	\$9,500	Musical Instruments	\$14,000
24/25 PTO Fundraiser	\$20,000	Disc Swing	\$4,300
25/26 PTO Fundariser	\$65,000	Triple Cube Climber	\$8,500
Other Donations	\$1,000	Net Climber	\$18,250
(Ongoing/Future Fundraisers)	\$25,500	Adaptive Rocker	\$21,800
		Picnic Tables	\$20,736
		Sail Shade	\$18,400
		Sail Shade	\$18,400
Totals	\$225,000		\$225,000

The school has worked with Elevate Play to receive the quotes. Elevate Play and related manufacturers have pre-negotiated contracts for pricing through the purchasing cooperatives TIPS and BuyBoard, both of which Tullahoma City schools are members.

Currently, the school is \$25,500 short of fully funding the project. Fundraising efforts are ongoing, and the PTO and school are confident this goal will be met prior to placing the equipment order. Should fundraising fall short, the school plans to remove one or both sail shades from the final design to remain within budget.

Due to anticipated price increases effective January 1, 2026, the school requests authorization to proceed with ordering and securing the equipment by placing a 50% deposit as soon as possible. The school requests the Board’s approval for a budget and purchase authorization not to exceed \$225,000 for the installation of the all-inclusive playground and would like to include this item on Tuesday’s agenda.

The rendering below has the six pieces of equipment they intend to purchase. The blue surface area represents the poured rubber. The picnic tables and sail shades are not included in the rendering. The two sail shades would cover the majority of the equipment.

