

General Information

LEA Name	Cocke County Schools
Point of Contact's Name	Manney Moore
Point of Contact's Title	Director of Schools

Eligible School(s)	School Type	Eligibility Criteria
Northwest Elementary	<input checked="" type="checkbox"/> Traditional <input type="checkbox"/> Charter <input type="checkbox"/> Virtual	<input checked="" type="checkbox"/> Two Years of "F" letter grade <input type="checkbox"/> Dropped from a "D" to an "F" letter grade
	<input type="checkbox"/> Traditional <input type="checkbox"/> Charter <input type="checkbox"/> Virtual	<input type="checkbox"/> Two Years of "F" letter grade <input type="checkbox"/> Dropped from a "D" to an "F" letter grade

Eligible School(s)	Name of School Leader/Principal	Years as Principal at Eligible School	Overall Years of Experience as a Principal
Northwest Elementary	Mr. Tim Foshie	1	1

Strategic Planning

What are the academic priorities for the eligible school(s)? How were these priorities determined?

Northwest's primary academic priority is to improve ELA and Math success rates for students in grades 3-8 by Spring 2026. Core initiatives include: 1) Targeted Interventions: Students receive 45 minutes of daily small-group instruction. Progress is tracked to ensure students meet a 20% growth target. 2) Instructional Coaching: District and school-level coaches provide actionable feedback to teachers via walkthroughs, specifically focusing on the two weakest domains in ELA and Math. The HQIM cycle of continuous improvement is used with specific teachers for whom the data indicates the AMO may be off target or are on a permit. 3) Test Readiness & Reteaching: Teachers using the item bank in Mastery View Predictive Assessments (administered three times yearly) to incorporate TCAP-style questions into daily lessons. Bi-weekly Professional Learning Communities (PLCs) are used to analyze this data and identify standards that require reteaching. A high priority was third-grade reading proficiency, in which the school achieved 27.7% on track and mastered in spring 2025, which is an increase of 13.6% in spring 2024. 4) Literacy and Resource Support: The school prioritizes increasing reading fluency by purchasing diverse texts and updating technology to enrich the core curriculum.

These priorities were established during the school improvement planning process. The leadership team examined: 1) Historical Performance Data: The focus on specific ELA and Math domains was



determined by analyzing Spring 2024 TCAP assessment results. 2) Subgroup Analysis: Priorities were narrowed to emphasize support for TSI White and Economically Disadvantaged (ED) student groups, ensuring equitable growth across the student body. 3) Annual Measurable Objectives (AMOs): Specific targets were set for each grade level (e.g., a 32.21% success rate for 3rd-grade ELA) to align daily instruction with state expectations. 4) Ongoing Assessment: AIMSweb testing, MVPA, common formative assessments and benchmarks, and teacher needs assessments provide real-time data to adjust RTI structures and professional development focus.

What specific strategies have been implemented to improve academic performance at the eligible school(s)? How and when is performance of the eligible school(s) analyzed?

To improve academic performance, the school and district implemented several leadership and instructional strategies starting in the 2024-2025 school year. Leadership was restructured with a new Principal and a Curriculum Coordinator who serves as an academic coach. Instructional quality is prioritized through the use of High-Quality Instructional Materials, and implanting the cycle of continuous improvement, which involves lesson preparation, student work analysis, and frequent classroom walkthroughs using specialized practice guides for math and literacy. Teachers received targeted writing training and district-level common pacing guides to ensure instructional consistency. To further drive results, the district established a significant incentive pay structure for the 2025-2026 school year. This structure rewards educators who achieve a growth level 4 with \$3,000 or a level 5 with \$5,000 on TVAAS or AIMSWeb Reading growth. Additionally, all school schedules were overhauled to maximize direct instructional time and ensure students receive the highest quality of daily engagement.

Performance is analyzed through a data-driven approach involving both school-level and district-level stakeholders. The district and school analyze TVAAS data alongside teachers to facilitate the setting of specific goals for students. Performance analysis occurs every three weeks via common formative assessments and following each standards-based benchmark. During these cycles, the district Instructional Supervisor meets with the Principal to evaluate progress toward grade and subject-level goals. Data team meetings are held regularly to review Response to Intervention data and student performance. Additionally, instructional performance is formally analyzed using the TEAM rubric, providing teachers with ongoing feedback. The Curriculum Coordinator also reflects on improvement cycles in biannual meetings with district leadership to ensure strategies are effective. This consistent schedule of data analysis and instructional feedback remains the primary mechanism for monitoring school success and informing potential staffing adjustments for the upcoming 2025-2026 academic year.

Finance

How has TISA funding been used to drive progress toward the goals outlined in the LEA's TISA Accountability Report?

Tennessee Investment in Student Achievement funding has been strategically developed to increase instructional impact that directly contributed to a third-grade reading proficiency rate of 43.1%. This achievement significantly exceeded the established goal and serves as a testament to the high-leverage practices maintained even through the disruptions caused by Hurricane Helene. A primary driver of this progress was the focused support provided to novice teachers by academic coaches. By shifting coaching cycles from general classroom management toward content-specific pedagogy, coaches stabilized the instructional caliber of new educators. They regularly modeled intellectual preparation and facilitated student work analysis sessions, ensuring staff understood the cognitive demands of the Tennessee ELA standards. Intellectual preparation acted as a foundational step, allowing teachers to grasp the precise skills and knowledge required before lesson planning began. To complement this, student work analysis provided diagnostic precision for immediate course correction. By examining student output, teams identified misconceptions and adjusted lessons for targeted differentiation, ensuring that few students fell behind. These efforts were further anchored by an adherence to the Tennessee ELA standards guides, which prioritized depth and eliminated low-rigor activities. The district also utilized the instructional practice guide (IPG) for knowledge walkthroughs to maintain accountability. This systematic data collection measured the quality of knowledge transmission in real-time and created a tight feedback loop for academic coaches and department leaders. These funded initiatives, ranging from intensive coaching to data-driven instructional refinements, ensured that teaching remained aligned with state proficiency metrics. Ultimately, the deliberate use of resources toward high-expectations professional development and evidence-based systems has yielded desired academic outcomes and fostered a culture of learning that prioritizes student access to complex texts and essential content across all grade levels within the local education agency environment.

In what ways has the LEA adjusted its spending strategy for the eligible school(s)? How is the return on investment measured for these spending strategies?

What role does the school leader/principal play in budgeting decisions for the eligible school(s)?

Staffing

Staffing is often the largest category of school and LEA spending. How is the LEA using its funds to support the recruitment and retention of the most effective educators and leaders within its eligible school(s)? Does this differ from the LEA's higher performing schools? If so, how?

To maximize student achievement, the LEA prioritizes strategic human capital investment, recognizing that educator quality is the primary driver of student success. We utilize targeted financial incentives and professional supports to recruit and retain high-performing talent within our eligible schools.

Unlike the district's higher-performing schools, which often benefit from natural applicant pools, our eligible schools utilize a differentiated incentive pay structure for the 2025-2026 school year. This structure is designed to attract "Level 4" and "Level 5" teachers—those with a proven track record of significant student growth—to transition into higher-need environments. This pay structure was announced at the end of last year to incentivize high-performing teachers to move to the school, and reward those already there who exhibit high growth. The district has implemented a performance-based bonus system funded through TISA outcomes funding. This financial commitment is exclusive to Northwest; no other schools in the district have access to these specific bonuses. The pay is structured based on individual growth outcomes for all K-8 teachers and is as follows: level 4- \$3,000 annual bonus, level 5 - \$5,000 annual bonus. Beyond direct compensation, retention is bolstered through specialized leadership pathways and reduced administrative burdens for effective teachers. While higher-performing schools focus on maintaining existing excellence, the LEA's strategy for eligible schools is more aggressive. This ensures that our students with the highest needs are served by the district's most effective practitioners.

Within the last 2-3 years, what leadership changes have been made, if any, at the eligible school(s)? What led to these changes?

In the past three years, our leadership strategy has shifted toward creating a balanced, data-driven administrative team focused on instructional excellence. The most significant transition occurred during the 2024-2025 school year with the appointment of a new principal, following the retirement of the previous long-term leader. To ensure a comprehensive approach to student achievement, the new principal was granted the autonomy to select their own Building-Level Academic Coach, which we label as a Curriculum Coordinator. This selection was highly strategic to ensure expertise balancing. The principal possesses an extensive background in primary grades reading and intentionally selected the Curriculum Coordinator with a strong mathematics background. The Principal was the previous Curriculum Coordinator and has attended all district trainings and is an instructional expert. This will provide paired expertise to ensure both literacy and numeracy receive oversight, close pedagogical gaps, and ensure a balanced leadership team.

Additionally, a Restorative Behavior teacher was added to the team in 2022-2023 to assist with the high number of extreme behaviors present in the school. During ESSER funding, an educational assistant was hired to help with chronic absenteeism, make phone calls, and check on students. This position has since been abolished due to the funding ending. These three, along with teachers who

serve on the leadership committee, have formed a strong team to move the school forward with a focus on student data in relation to the Tennessee State Standards, positive behavioral structures, and a culture of learning for all faculty, staff, and students. Creating a solid leadership team provides a structure that is more responsive to teacher needs and student performance data than in previous years.

Instruction

In what ways does the LEA ensure that all components of the eligible school(s)'s instructional program—curriculum, materials, interventions, and assessments—work together to advance grade level expectations for all students, as set by Tennessee's academic standards?

The LEA ensures instructional coherence by aligning all programmatic components to Tennessee's academic standards through a centralized, data-driven framework. All CORE instruction utilizes HQIM from the district-adopted list. Teachers follow common district pacing guides and administer Common Formative Assessments every three weeks. This ensures that every student, regardless of classroom, receives rigorous, standards-aligned instruction on a consistent timeline. The LEA employs a robust screening and intervention process to close achievement gaps:

- K-5: Students are administered AIMSweb as a nationally normed, skills-based universal screener to detect reading and math deficits and provide 45 minutes of daily targeted intervention.
- 4-8: The data team reviews TNReady data. Students scoring "Below Basic" receive skills-based screeners in reading, math, and written expression three times per year in AIMSweb. Students in the bottom 25th percentile are referred for intervention.
- Personalized Learning: The CORE mathematics program includes a personalized learning pathway where students spend 45 minutes weekly addressing specific skill gaps. This is in addition to intervention time that is offered daily.

The district maintains strict oversight of supplemental and digital tools. Teachers must submit a formal request to the Instructional Supervisor to use outside materials during CORE time to ensure they meet rigor expectations. All technology must be approved by the Digital Tools Committee for student data privacy compliance and alignment with state standards. Tutoring: District-provided materials for tutoring are specifically vetted for alignment with TN state standards.

After each benchmark session, the Principal meets with teacher teams to analyze data and refine instructional strategies. Demonstrating a "roll-up-the-sleeves" approach, the Principal, Curriculum Coordinator, and Restorative Behavior teacher personally pull middle school students for additional tutoring focused on grade-level standards. Being in the classrooms and with students is the most effective way of ensuring instruction is held to high standards.

School Culture & Community

How are teachers, students, and families involved in the decision-making for the eligible school(s), what types of decisions can these stakeholders impact, and what changes have been made as a result of their input?

Northwest fosters a collaborative environment where diverse stakeholders actively shape the educational landscape. Teachers play a central role through Professional Learning Communities that meet twice a month to refine instructional strategies. They also contribute during staff meetings and climate surveys, ensuring their professional voices are heard. Furthermore, Title I teacher groups specifically determine how the allocation of Title I funds is spent, while the broader faculty collaborates on developing the School Improvement Plan. This ensures that those on the front lines have a direct hand in budgetary and strategic priorities.

Families are equally vital to the decision-making process. They participate by answering family engagement surveys and having a designated parent member on the school improvement plan committee. During literacy events, feedback and conversations provide qualitative data that drives program adjustments. Parents have also been involved with community fundraising efforts for a new inclusive playground, demonstrating their impact on school facilities. Beyond structured surveys, they are encouraged to contact the leadership team at any time with specific questions or concerns. The school board member supports the school by advocating for systemic changes, such as discussions on modifying the tardy policy to address chronic absenteeism, and serving as a key representative for the community. Students contribute through the Student Safety Team, meeting with the principal weekly to report on the school environment. These students identify weaknesses in safety protocols and offer unique perspectives on instruction or building needs. This aids in identifying blind spots that adults in the building may not notice, but students do. This collaborative approach ensures that decisions are not made in isolation but reflect the collective needs and shared aspirations of the entire school community.

Additional Information

Any additional evidence (i.e., context, qualitative data, quantitative data) to provide the State Board prior to the hearing?

Northwest Elementary School in Newport, Tennessee, stands as a uniquely challenged institution, ranking in the top 99.62% of schools statewide for the percentage of students with disabilities. With a staggering 36% of its 431 students identified as having disabilities, Northwest is one of only two schools in the state facing such a profound density of specialized needs alongside extreme economic hardship. The school ranks in the top 93% of Tennessee for poverty, with 63% of students directly certified, a figure that suggests the entire student body lives below the federal poverty line when considering the working poor. Furthermore, the campus serves the highest percentage of English learners and homeless students in the district. While the school has proactively partnered with TNTP, Save the Children, and the Niswonger Foundation, the current staffing levels are insufficient to meet



these historic demands. Therefore, a formal request is made to the State Board of Education, based upon T.C.A. § 49-3-112(c), State Board of Education Rule 0520-09-02-.04, and State Board of Education Policy 1.600 (II) (e.-h.), we request the attached Supplemental Funding plan be implemented at the cost of the Tennessee Department of Education. Cocke County is already identified by the Appalachian Regional Commission (ARC) as “Distressed” – meaning the LEA is among the top 10 percent economically distressed districts in the ***NATION***. (<https://www.tn.gov/transparenttn/state-financial-overview/openecd/openecd/tnecd-performance-metrics/openecd-long-term-objectives-quick-stats/distressed-counties.html>) Local and TISA funding is inadequate to leverage strategies to be successful. This will provide funding for additional staff, leadership and teacher training, restorative practices support, and facilities improvements to be implemented at the school to adequately meet the needs of the students the school is serving. These investments are essential to provide a safe, equitable, and effective learning environment for a population whose needs are nearly unmatched across the state. From the artifacts presented, you can see that the new school leadership and the district are trying diligently to ensure that all key levers of success are implemented, staff and students are supported, and quality instruction is delivered.