

[G 1] K-12 ELA

With an intentional focus on the implementation of high-quality instructional materials and instructional walk-throughs that are aligned to the instructional shifts, BCS will improve literacy practices. By spring 2025, we will increase the percentage of students scoring Met Expectations or Exceeded Expectations in ELA in grades 2-12 using TNReady. 51.98% of the students in 3rd grade will score proficient on the 3rd grade ELA TCAP as outlined in the TISA goals. By the spring 2025, BCS will increase the percentage of students scoring Tier 1 in ELA in grades K-1 using a district universal reading benchmark.

Performance Measure

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 48.0 % to 51.3% on TCAP for 2nd grade ELA in 2025.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 50.6% to 53.7% on TCAP for grades 3-5 ELA in 2025.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 41.0% to 44.7% on TCAP for grades 6-8 ELA in 2025.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 57.8% to 60.4% on TCAP for grades 9-12 English in 2025.

Increase the percentage of Tier 1 students who are above the 25% composite score BOY 86.1% to MOY 83.6% to EOY 86.4% on a district universal reading benchmark for grades K-1 ELA in 2025.

Increase the percentage of Tier 1 students who are above the 25% composite score BOY 86.3% to MOY 83.6% to EOY 86.5% on a district universal reading benchmark for grades 2-8 ELA in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Maintain HQIM in K-5, 6-8, and 9-12 Continuing the use of high-quality Guide Books unit materials in grades 6-8 will ensure that all students have access to the resources and practices they need to be proficient. Continuing year four of HQIM for K-5 Wonders and 9-12 Savvas myPerspectives will provide a more cohesive vertical alignment and progression toward the mastery of the standards. Continuing to use early literacy coaches and ensuring they spend 60% of their time training teachers defining “foundational literacy skills” will emphasize the importance of early literacy instruction in alignment with the Wonders’ HQIM. **(Meets TN Literacy Success Act –</p>	<p>[A 1.1.1] Professional learning to support teacher instructional practice The Teaching and Learning team will continue to use the IPG tool for district vision walks. The Literacy Specialist will offer professional development to strengthen teacher knowledge of the IPG tool and how it correlates to strong instructional practice. Early Literacy Coaches will continue to train teachers on early literacy instruction as guided by the Early Literacy Foundational Skills Plan per semester.</p>	The Teaching & Learning Team, Emily Underwood, and Early Literacy Coaches	04/03/2025	General Fund	

<p>SB7003/HB7002)**</p> <p>Benchmark Indicator</p> <p>* *Professional learning to support teacher instructional practice*: Continue using the IPG tool for district vision walks and strengthen teacher knowledge of the tool and it how it correlates to strong instructional practice.</p> <p>* *Curriculum organization platform*: The T & L website provides links to curriculum maps and resources that have been purchased. The organization of the units will be adjusted based on teacher feedback. This monitoring and adjusting of materials will be conducted by the Literacy Specialist annually.</p> <p>* F*oundational Literacy Skills Plan focus*: BCS will continue to promote teacher completion of the Early Literacy Foundational Modules. Currently there are 240 elementary teachers with completed certificates. All new K-5 teachers will complete the Early Literacy Foundational Modules by August 2025.</p> <p>* *K-12 Curriculum Fidelity: *Using data from instructional vision walks in the fall and spring semesters and feedback from teachers and school leaders, the District evaluates the fidelity of using HQIM. Using the Best for All HQIM Implementation Framework flowchart, BCS is in Phase III of deepening the understanding for K-5 Wonders, 6-8 Guide Books, and 9-12 Savvas myPerspectives. Although school leaders maintain high expectations for materials use, district leaders are trying to strategically shift ownership of the professional learning process to building level leaders and teachers.</p>	<p>Continue to train teachers in using the Best for All ELA standards guides for 6-12.</p>				
	<p>[A 1.1.2] Curriculum organization and standard alignment</p> <p>* Customized professional development will be provided based on district data and teacher feedback with an emphasis on the IPG tool.</p> <p>* Continue refining standards analysis to support instruction using K-5 Wonders, 6-8 Guide Books,</p>	<p>Emily Underwood and Early Literacy Coaches</p>	<p>04/04/2025</p>	<p>General Fund</p>	

	<p>and 9-12 Savvas MyPerspectives ensuring assessment alignment.</p> <p>* Continue weekly communication related to pacing and strategies for elementary teachers shared by the Early Literacy Coaches.</p>				
	<p>[A 1.1.3] Foundational Literacy Skills Plan focus</p> <p>* Implementation of Barton for characteristics of dyslexia began in 2024 with RTI coaches, tutors, and administrators and will continue throughout the summer as FLEX opportunities to support early literacy teachers in foundational literacy instruction.</p> <p>* Continue providing the Early Literacy Foundational skills modules as a FLEX opportunity for all new hires.</p> <p>* The Early Literacy Coaches will continue support of Early Literacy Foundational best practices through weekly communication and PLC collaboration.</p>	<p>Nikki Morgan, Emily Underwood and Early Literacy Coaches</p>	<p>04/04/2025</p>	<p>General Fund</p>	
	<p>[A 1.1.4] Continued support for K-12 instruction</p> <p>*Continued support for K-12 instruction*</p> <p>Planning for and facilitating ongoing professional learning for teachers related to instructional materials based on the IPG core action steps.</p> <p>* Engage administrators in vision walks highlighting promising practices that move toward meeting the demands of the standards.</p> <p>* Ensure teachers are effectively utilizing curriculum materials to provide high quality instruction moving from core actions one and two to core action three.</p> <p>* Focus on ELA standards guides for 6-12 teachers found in Best for All to strengthen Tier I instruction.</p>	<p>Nikki Morgan, Emily Underwood, Early Literacy Coaches, Building Administrators, and Instructional Facilitators</p>	<p>04/04/2025</p>	<p>General Fund</p>	
<p>[S 1.2] Provide instructional feedback by conducting literacy vision walks</p> <p>BCS will continue instructional walk throughs based on the Instructional Practice Guide, which began in 2017. BCS partnered with an outside consultant group to conduct walks in middle and high. The partnership expanded in 2018-2019 to</p>	<p>[A 1.2.1] Instructional walk throughs</p> <p>Vision walks will be held by administrators and district staff fall and spring to gain understanding of district needs based on instructional practices.</p> <p>•Teachers K-5, 6-8, and 9-12 will continue</p>	<p>Kristy Ford, Nikki Morgan, Emily Underwood, Administrators, and</p>	<p>04/04/2025</p>	<p>General Fund</p>	

<p>include 6-8 literacy walk throughs and data feedback with principals. Beginning in 2019-2020, the partnership expanded to learning walks and data feedback in grades 3-5 along with TDOE guidance and focus on HQIM. Grades K-2 were added in 2021-2022. Due to the purchase and implementation of new curricula in K-5 walks continued, and the district partnered with Edu20/20 to ensure fidelity and continued support of grades 6-8.</p> <p>The Teaching and Learning team continued walk throughs in grades K-12 in 2023-2024. For the 2023-2024, T & L will change the name to vision walks to provide the purpose of gathering data and trends for teacher feedback. T & L developed a data base to track walk through data for the past two years. Trends are shared with principals based on a numerical formula that makes it objective during debriefs. The Teaching and Learning team will continue this process in 2024-2025 school year along with data of student progress, using a district universal benchmark administered 3 times per year.</p> <p>Benchmark Indicator</p> <ul style="list-style-type: none"> •*Instructional vision walks*: Walk throughs will be conducted by administrators and district staff to gain understanding of district needs based on instructional practices in the Fall and Spring. •*Instructional support options*: We will continue to use our digital platform (TeachPoint) to collect the data from the IPG walk-throughs, Fall and Spring. We will use this data to give teacher feedback, share trends across the district, and plan future professional development. •*Analyzing student diagnostic results*: Continue the pattern of professional learning sessions held for teachers during district in-service in August to expand the benchmark protocols and explore 	<p>utilization of HQIM based on professional learning for unit preparation and lesson preparation.</p>	<p>Instructional Facilitators</p>			
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<p>reports for student growth located within I Ready. Teachers will analyze and compare diagnostic results in February from the first benchmark to the second. Teachers can use the standards mastery report to ensure students are understanding and meeting the rigor of the standard.</p>					
	<p>[A 1.2.2] Instructional support options Data collected from the above-mentioned vision walks will be shared with school administrative teams. Support options will be discussed and agreed upon as an administrative and district team.</p> <p>* Feedback and support will be recorded and shared with administrator teams. Communication of feedback will be shared with teachers. * The data collected will be used to create professional development based on observed trends and allow for individualized coaching conversations.</p>	<p>Kristy Ford, Emily Underwood, Nikki Morgan, Administrator Teams, and Instructional Facilitators</p>	<p>04/04/2025</p>	<p>General Fund</p>	
	<p>[A 1.2.3] Analyzing student diagnostic results Analyzing student outcomes aligned to standards will be modeled using diagnostic reports.</p> <p>* A professional learning session will be held for teachers during district in-service in August to expand the RTI benchmark protocols and explore reports for student growth. (I-Ready) * Teachers will analyze and compare diagnostic results in February 2025 from the first benchmark to the second. * Teachers can use the standards mastery report to ensure students are understanding and meeting the rigor of the standard through PLC collaboratives. Reinforce using the scaffolds in I Ready to focus on acceleration rather than remediation.</p>	<p>Kristy Ford, Emily Underwood, Jessica Price, Nikki Morgan, Administrator teams, and Instructional Facilitators</p>	<p>05/12/2025</p>		
<p>[S 1.3] Continuation of Summer Learning Camp and Tutoring To address unfinished learning, BCS will continue a 4-week summer education program designed to support student academic needs and accelerate</p>	<p>[A 1.3.1] Provide professional development for selected teachers on ELA summer materials. * An application will be provided to teachers by March 2024.</p>	<p>Kristy Ford and Nikki Morgan</p>	<p>08/05/2024</p>	<p>ESSER 3.0 [\$62000.00]</p>	

<p>student learning. BCS will use a pre and post assessment provided by TDOE. (SB7002/HB7004 – Tennessee Learning Loss Remediation and Student Acceleration Act)</p> <p>Implementation of high-dosage, low-ratio tutoring will continue in 2024-2025.</p> <p>Benchmark Indicator</p> <ul style="list-style-type: none"> · *Professional learning to support teacher use of summer learning curriculum: *Teachers will be trained on selected ELA materials for the two days prior to the beginning of June summer learning. · *One hour of ELA instruction: * One full hour dedicated to reading instruction per day, 4 days per week. · *One hour of RTI ELA instruction: *One hour of RTI2 per day, 4 days per week. 	<p>* Selected teachers will be trained on summer ELA materials in May 2024.</p>				
	<p>[A 1.3.2] The one-hour ELA instruction will address skill gaps to remediate learning loss</p> <ul style="list-style-type: none"> · Teachers will use daily explicit, systematic instruction for phonological/phonemic awareness. · Teachers will use engaging selections to practice skills in connected text. · Teachers will provide opportunities for students to engage in increasingly complex text. 	<p>Kristy Ford and Nikki Morgan</p>	<p>07/10/2024</p>	<p>General Fund</p>	
	<p>[A 1.3.3] The one hour of RTI will use pre-assessment and post-assessment data to place students and to gauge effectiveness of the program.</p> <ul style="list-style-type: none"> * Placement of students using priority pools to target IPP (Individual Promotion Plan), using Aimsweb Plus and i-Ready data. * A TDOE pre-assessment and post-assessment will be used to measure success. * The RTI hour will include students using i-Ready and face to face teacher directed lessons. i-Ready 	<p>Kristy Ford and Nikki Morgan</p>	<p>08/05/2024</p>	<p>General Fund</p>	

	comprises of a diagnostic and adaptive lessons. BCS plans to use 2 days to target ELA for an hour and 2 days to target math.				
	<p>[A 1.3.4] Implementation and continuation of high dosage, low-ratio tutoring</p> <p>* Students were identified in phase I of 2023 for implementing high dosage, low-ratio tutoring using i-Ready, TN Ready, and Aimsweb Plus data.</p> <p>* Students will continue receiving tutoring, while being tracked using i-Ready, TN Ready, and Aimsweb Plus data for results.</p> <p>* The ratio of students is 1 to 3.</p>	Susan Lawson, Kristy Ford, Nikki Morgan, site based leads	06/28/2024	Tn ALL Corps [\$133000.00] ESSER 3.0 [\$240000.00]	
<p>[S 1.4] Response to Instruction and Intervention for English Language Arts (RTI)</p> <p>BCS will utilize intervention time to target student deficits in English Language Arts with fidelity check monitoring to ensure consistent implementation of high quality evidence-based strategies.</p> <p>Benchmark Indicator</p> <p>K-8 students take a universal screening benchmark three times during the 2024-2025 school year to identify students needing additional support. Students in grades 9-12 are identified for intervention using the Early Warning System (EWS). Data from the benchmarks is used to create intervention groups and to individualize instruction to fit student needs including those identified as having characteristics of dyslexia. Students receiving intervention are progress monitored weekly or biweekly according to skill deficits. The progress monitoring and benchmark data are used to determine the effectiveness of the program implementation and whether intervention changes need to be made. We plan to have an intentional focus on Tier 1 student acceleration rather than remediation within the grade level curriculum.</p>	<p>[A 1.4.1] Collecting and Analyzing Data</p> <p>Multiple sources including benchmarking and progress monitoring data as well as information gathered through the Early Warning System (EWS) are collected and analyzed to determine skill deficits. K-12 students are placed in intervention based on individual student need as determined by data. Through data collection and analysis, students are also identified as having characteristics of dyslexia. Parents are notified about student progress based on data collected and analyzed.</p>	Nikki Morgan, Emily Underwood, RTI Team	05/23/2025	General Fund	
	<p>[A 1.4.2] Monitoring the effectiveness of reading intervention programs</p> <p>BCS will continue monitoring the effectiveness of</p>	Nikki Morgan, Emily	05/23/2025	General Fund	

	reading intervention programs by analyzing multiple data sources such as TCAP results, benchmark data from the district's universal screeners, and additional drill down assessments.	Underwood, RTI Team			
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[G 2] K-12 Math

BCS is committed to addressing learning gaps and elevating students to meet grade-level standards in mathematics through a comprehensive set of strategies. The continued implementation of High-Quality Instructional Materials for K-12 Math and aligned instructional walk-throughs will strengthen math practices across all grades. Additionally, targeted interventions for high school students using Edgenuity and Village Virtual, particularly those who faced challenges in Algebra I, Geometry, and Algebra II, aim to enhance understanding and performance. By spring of 2025, we intend to increase the percentage of students meeting or exceeding expectations in math by 5.21% to align with our districts TISA goal(s). We intend to do this by utilizing prior TNReady data, AMO's, Aimsweb Plus and iReady.

Performance Measure

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 56.5% to 59.2% on TCAP for 2nd grade Math in 2025.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 58.1% to 60.7% on TCAP for grades 3-5 math in 2025.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 43.7% to 47.2% on TCAP for grades 6-8 math in 2025.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 28.4% to 32.9% on TCAP for grades 9-12 math in 2025.

Increase the percentage of Tier 1 students who scored above the 25th percentile from BOY 83.1% to MOY 82.5% to 83.5% EOY on a district benchmark for grades K-1 Math in 2025.

Increase the percentage of Tier 1 students who scored above the 25th percentile from BOY 85% to MOY 82.2 % to 85% on a district benchmark for grades 2-8 Math in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Facilitate walk-throughs using the IPG BCS began partnering with Instruction Partners to facilitate learning walks (IPG walks) during the 2017-2018 school year. The Teaching & Learning Department will continue conducting instructional walks, each semester with a continued emphasis on providing teachers with timely and actionable feedback for grades K-12.</p> <p>Benchmark Indicator The Instructional Practice Guide (IPG) rubrics will be used to norm the instructional walks. Formal instructional walks will be conducted two times</p>	<p>[A 2.1.1] Plan walk-through schedules The Teaching & Learning Team will make schedules to visit every math teacher in the district from Kindergarten through Algebra 2. The Teaching and Learning Team will consult with the administrative team at each building on dates and times. The schedule will allow for a 15 minute visit with each teacher.</p>	Kristy Ford (k-3); Nikki Morgan (4-8); Jessica Price (6-Algebra 2)	03/03/2025		

<p>during the academic year at each school. The data collected from the second set of instructional walks will be used by the district and school leadership teams to assess the effectiveness of the feedback provided to teachers.</p>					
	<p>[A 2.1.2] Collect & Analyze Data We will continue to use our digital platform (TeachPoint) to collect the data from the IPG walk-throughs. We will use this data to give teacher feedback, share trends across the district, and plan future professional development.</p>	<p>Kristy Ford (k-3); Nikki Morgan (4-8); Jessica Price (6-Alg 2)</p>	<p>03/03/2025</p>		
<p>[S 2.2] Response to Instruction and Intervention (RTI) BCS will utilize intervention time to target student deficits in math with fidelity check monitoring to ensure consistent implementation of high quality evidence-based strategies.</p> <p>Benchmark Indicator K-8 students take a universal screening benchmark three times during the 2024-2025 school year to identify students needing additional support. Students in grades 9-12 are identified for intervention using the Early Warning System (EWS). Data from the benchmarks is used to create intervention groups and to individualize instruction to fit student needs. Students receiving intervention are progress monitored weekly or biweekly according to skill deficits. The progress monitoring and benchmark data are used to determine the effectiveness of the program implementation and whether intervention changes need to be made. We plan to have an intentional focus on Tier 1 student acceleration rather than remediation within the grade level curriculum.</p>	<p>[A 2.2.1] Universal Benchmarks Universal math benchmarks will be give three times during the 2024-2025 school year in grades K-8. For grades 9-12, students will use an early warning system and a pre and post benchmark to indicate student growth. BCS will utilize iReady and Aimsweb Plus for benchmarking.</p>	<p>Nikki Morgan, Emily Underwood, RTI Coaches</p>	<p>05/09/2025</p>	<p>ESSER 3.0 [\$120000.00] General Fund</p>	
	<p>[A 2.2.2] Team and Data Based Decision Making The RTI team at each school will analyze data to group students by skill deficit. The RTI team will meet every 4.5 weeks to discuss Tier 2 and Tier 3 student data and make adjustments to each student's individual plan based on student</p>	<p>Nikki Morgan, Emily Underwood, RTI Coaches</p>	<p>05/23/2025</p>	<p>General Fund</p>	

	progress. Parents are notified about student progress based on data collected and analyzed.				
<p>[S 2.3] Continued Implementation of SAVVAS curriculum in K-12</p> <p>Continued implementation of a new math curriculum, which is composed of high-quality instructional materials, will ensure that all students have opportunities to learn in an academically rigorous classroom. In addition, it is with aspiration that the recently adopted high-quality math curriculum will provide a more coherence in the alignment and connection of learning between grade-levels.</p> <p>Benchmark Indicator</p> <p>* Continued professional learning to support teacher instructional practices with a focus on the platform use and pacing will be provided throughout the 2024-2025 school year. (Surveys will be utilized to monitor the professional development.)</p> <p>* Student work aligns to the expectations of the standards. Student work collected for review during quarterly PLCs and observations will be compared to see if teachers are mastering using the curriculum.</p>	<p>[A 2.3.1] Implementation of New Curriculum</p> <p>* Engage educators in reviewing instructional materials for alignment to district priorities.</p> <p>* Model curricular tasks followed by instructional walkthroughs to ensure fidelity of implementation.</p> <p>* Modifications to teacher created enVision slide decks will be made for grades K-5.</p>	<p>Jessica Price (6-12 Supervisor), Kristy Ford (PreK-3 Supervisor & Chief Academic Officer), & Nikki Morgan (4-8 Supervisor)(</p>	<p>05/19/2025</p>	<p>General Budget [\$1200000.00]</p>	
	<p>[A 2.3.2] Planning for and facilitating ongoing professional learning for teachers related to new instructional materials and core action steps.</p> <p>* Engage teachers in professional learning from SAVVAS.</p> <p>* Engage administrators in vision walks and data reflections that produce action steps.</p>	<p>Teaching & Learning Staff</p>	<p>06/24/2024</p>		
<p>[G 3] K-12 Academic Performance for SWDs</p> <p>Bartlett City Schools will focus on skill acquisition and mastery of grade level standards for grades K-12 in the areas of ELA and Math. Additionally, we will provide targeted support for co-teach teams in grades 4-12 so that effective co-teaching strategies are implemented. By Spring 2025, we will increase the percentage of students in the SWD subgroup scoring on track or mastered in 2-12 ELA and Math based on the results of the 2025 TNReady Assessment, as well as meet the 2025 AMOs set by the department for each grade band.</p> <p>Performance Measure</p>					

Increase the percentage of students in the SWD subgroup who are Early-On-Grade Level or Above Grade Level (scoring 25th percentile or above) from 73% BOY to 68% MOY to 73.5% EOY on the district-wide, standards-aligned Kindergarten iReady Diagnostic ELA assessment in 2025.

Increase the percentage of students in the SWD subgroup who are Early-On-Grade Level or Above Grade-Level from 65% BOY to 65.5% EOY on the district-wide, standards-aligned Kindergarten iReady Diagnostic Math assessment in 2025.

Increase the percentage of students in the SWD subgroup who are Early-On-Grade Level or Above Grade-Level from 67% BOY to 55% MOY to 67.5% EOY on the district-wide, standards-aligned 1st Grade iReady Diagnostic ELA assessment in 2025.

Increase the percentage of students in the SWD subgroup who are Early-On-Grade Level or Above Grade-Level from 57% BOY to 57.5% EOY on the district-wide, standards-aligned 1st Grade iReady Diagnostic Math assessment in 2025.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 13.6% to 19% on the 2nd grade TCAP ELA assessment in 2025.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 24.4% to 29.1% on the 2nd grade TCAP math assessment in 2025.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 20.1% to 25.1% on TCAP for grades 3-5 ELA in 2025.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 23.3% to 28.1% on TCAP for grades 3-5 Math in 2025.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 9.8% to 15.4% on TCAP for grades 6-8 ELA in 2025.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 11.2% to 16.8% on TCAP for grades 6-8 Math in 2025.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 13.5% to 18.9% on TCAP for grades 9-12 ELA in 2025.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 10.7% to 16.3% on TCAP for grades 9-12 Math in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Data Based Decision Making Special education teachers will work with district and school leaders in ongoing staff development for reviewing student assessment data and data</p>	<p>[A 3.1.1] Staff Training - Co-Teaching Bartlett City Schools is committed to enhancing teacher expertise in co-teaching strategies through dedicated professional development. Our special</p>	<p>Michelle Haney, Marje Taylor, Dr. Andrea Moore</p>	<p>05/09/2025</p>		

<p>analysis. This data will be used to determine the least restrictive environment where core instruction should be provided.</p> <p>Benchmark Indicator Special education Director will monitor the percentage of students being educated outside the general education classroom for math and reading content areas using the LRE Widgit quarterly. It is our goal to increase the number of students being educated in the general education setting.</p>	<p>education administrators will facilitate scheduled visits between co-teachers, offering valuable modeling and additional support as needed.</p>				
	<p>[A 3.1.2] Staff Training-Least Restrictive Environment Bartlett City Schools is dedicated to enhancing the knowledge of all staff and administrators at the school level by providing professional development on the concept of Least Restrictive Environment as defined by IDEA. These sessions, scheduled for the summer of 2024, District Learning Day at the start of the 2024-2025 school year, and as deemed necessary ongoing, will cover legal requirements, best practices, and offer valuable resources. In instances where changes to a student's schedule may potentially remove them from the general education setting during core instruction, school teams will seek guidance from special education administrators to ensure thoughtful consideration.</p>	<p>Michelle Haney, Marje Taylor, Dr. Andrea Moore</p>	<p>05/08/2025</p>		
	<p>[A 3.1.3] Failure Protocol 1. Failure Protocol: Implementing a structured approach to address academic challenges among SWDs. This involves regular monitoring at 4 1/2 week intervals to identify students not passing any subject. 2. Communication and Collaboration: Involving special education case managers, administrators, and school staff in a collaborative effort. Special education administrators visit schools to discuss failing students with case managers and school administration. 3. Parental Involvement: Recognizing the importance of involving parents in the process. The</p>	<p>Michelle Haney, Marje Taylor, Dr. Andrea Moore</p>	<p>05/16/2025</p>		

	<p>protocol mandates contacting parents, and once the reason for the failing grade is identified, developing a plan to assist the student.</p> <p>4. IEP Team Meetings: Instituting a formal process for intervention if a student continues to struggle after the 9-week mark. This involves convening an Individualized Education Program (IEP) team meeting to discuss the student's IEP, accommodations, and potential changes.</p> <p>5. Cycle of Review: Establishing a cyclical process, with the entire cycle repeating every nine weeks. This reflects a commitment to ongoing assessment and intervention to support student success.</p>				
	<p>[A 3.1.4] Use of Assessment Data The Central office staff within the Department of Exceptional Children is committed to delivering enhanced training sessions focused on leveraging assessment data for the purpose of developing Individualized Education Programs (IEPs) that effectively target skill deficits in reading and math among children. Case managers have access to a range of informal assessments, and our team will guide them through a comprehensive exploration of these assessments. This training aims to empower case managers in utilizing assessment results to create Instructionally Appropriate IEPs.</p>	Michelle Haney, Dr. Andrea Moore, Marje Taylor	05/09/2025		
<p>[S 3.2] Increasing Access to Content Specific Learning Opportunities Content knowledge plays a crucial role in high-quality teaching as it hinges on teachers' profound understanding of the subjects they teach. This understanding encompasses knowing the sequential arrangement of concepts and guiding students through diverse approaches to grasp the content. Furthermore, deepening content knowledge facilitates the coordination of opportunities for co-teachers to internalize content standards and lessons. It serves as a source of inspiration for students, playing a pivotal role in their academic achievements and overall learning</p>	<p>[A 3.2.1] Scheduling Collaborative PLCs District-level personnel will continue collaborating with and motivating building-level administrators to synchronize schedules. This coordination aims to facilitate the attendance of special education teachers at grade/content area Professional Learning Communities (PLCs). The goal is to enhance their understanding of content, enabling them to deliver effective special education support tailored to the needs of students with disabilities."</p>	Michelle Haney, Dr. Andrea Moore, Marje Taylor	05/08/2025		

<p>Benchmark Indicator The Special Education Director will review attendance records following professional development sessions to ensure participation. Additionally, session evaluations and surveys will be distributed to special education teachers after each professional learning opportunity, occurring a minimum of twice per semester. This feedback mechanism aims to gauge the acquired knowledge about content areas and enhance the overall effectiveness of the learning experiences</p>					
	<p>[A 3.2.2] Content Level Professional Development Through active engagement in system-wide professional learning initiatives, the special education director and specialists are committed to ensuring that all special education teachers receive ongoing exposure to content-specific professional development in ELA and Math within the general education framework.</p>	Michelle Haney	02/21/2025		
	<p>[A 3.2.3] Professional Development for General Education Teachers Professional development opportunities will be extended to general education teachers, focusing on addressing behavioral needs, implementing IEP accommodations, and comprehending the concept of Least Restrictive Environment, encompassing the spectrum of special education services</p>	Michelle Haney, Marje Taylor, Andrea Moore, Jessica Yeager, Brooke Sestina, Grace Buford	05/16/2025		
<p>[S 3.3] Fidelity of Implementation Annually, specialists from the Department of Exceptional Children will conduct fidelity checks for reading and math intervention programs. These checks are designed to observe and offer constructive feedback on the implementation of the programs.</p> <p>Benchmark Indicator Information gathered from fidelity checks by DEC specialists will be communicated to school-level administrators, with individualized feedback provided to each teacher highlighting strengths and</p>	<p>[A 3.3.1] Fidelity checks DEC specialists will perform a minimum of one fidelity check for each special education teacher tasked with delivering reading interventions and another for those focusing on math interventions.</p>	Marje Taylor, Andrea Moore	05/19/2025		

areas for improvement. The overarching objective is to ensure that teachers are implementing the program as intended, fostering student growth in alignment with the fidelity checklist.					
	<p>[A 3.3.2] Co-Teach observations DEC administrators will conduct classroom observations in co-teaching environments to validate the collaborative efforts of co-teachers, ensuring their joint endeavors are dedicated to enriching the educational experience for students with disabilities.</p>	Michelle Haney, Marje Taylor, Dr. Andrea Moore	05/16/2025		

[G 4] ACT

With a deliberate emphasis on delivering targeted ACT preparation, BCS is dedicated to enhancing students' performance on the ACT. By spring 2025, the goal is to raise both the ACT Composite Score and the percentage of students scoring 21 or above, thereby increasing the BCS College Ready Percentage. This strategic focus underscores BCS's commitment to preparing students for success in higher education and beyond.

Performance Measure

BCS will increase the ACT student composite score from 20.1 to 20.5.

BCS will increase the percentage of students considered College Ready from 43.2% to 46.8% for Cohort 2025.

BCS will increase the overall percentage of students meeting the College Readiness benchmark in ACT Math increased from 27.2% to 30% in 2025.

BCS will increase the overall percentage of students meeting the College Readiness benchmark in ACT English increased from 59.5% to 61% in 2025.

BCS will increase the overall percentage of students meeting the College Readiness benchmark in ACT Reading increased from 42.9% to 44% in 2025.

BCS will increase the overall percentage of students meeting the College Readiness benchmark in ACT Science increased from 30.7% to 39% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Implement Method Learning All students in grades 10 - 12 will receive at least 1 hour of ACT prep per week in all subject areas. BHS will use Method Learning to provide self-paced instruction and to teach ACT test taking strategies. Students beginning in 9th grade will be</p>	<p>[A 4.1.1] Method Learning Teacher Support The lead facilitator will train teachers in August to implement the program as well as interpret reports to monitor student progress.</p>	Charles Martin	05/23/2025	General Fund	

<p>exposed to evaluation and full length tests to familiarize them with the format of the ACT. Each lesson is less than 5 minutes long with a short quiz afterwards to assess what they learned in the lesson. Method Learning has video, audio and written explanations to provide individualized feedback to students.</p> <p>Benchmark Indicator</p> <ul style="list-style-type: none"> * Full year implementation will begin in August of 2024. Student ACT scores will be tracked throughout the year to determine the effectiveness of the program. * Sophomores will take a full length practice ACT in the platform in March of 2025 on the Junior test day. * Freshman will complete an evaluation ACT (similar to a PreACT) in the spring of 2025 to evaluate their skill set. 	<p>Teachers will analyze student performance based upon subject specific strategies and skills.</p>				
	<p>[A 4.1.2] Provide teachers with a schedule of ACT skill practice</p> <ul style="list-style-type: none"> * The lead facilitator will make a ACT subject area skill practice focus document for all 9-12 subject areas. * Teachers will receive a Semester 1 and Semester 2 ACT skill practice focus date document. This document includes instructions for what specific subject area and skill practice they are to review with students. 	Charles Martin	05/23/2025	General Fund	
	<p>[A 4.1.3] ACT full year implementation prep</p> <ul style="list-style-type: none"> * Students will receive ACT skill practice focus document for all subject areas * Students will begin ACT prep by taking an evaluation ACT * Evaluation ACT will provide students with subject specific skill practice that needs improvement 	Charles Martin	05/23/2025	General Fund	
<p>[S 4.2] Partnership with Jane Ross Tutoring</p> <ul style="list-style-type: none"> * BCS will partner with Jane Ross Tutoring to provide teachers with research-based best practices for conducting ACT prep and to offer students ACT training that focuses on the 	<p>[A 4.2.1] ACT test taking and skill practice training</p> <p>BCS will partner with Jane Ross Tutoring for multiple ACT training sessions beginning in August of 2023.</p>	Jessica Price	05/23/2025	General Fund	

<p>composition of the ACT and test taking strategies to improve performance.</p> <p>Benchmark Indicator</p> <ul style="list-style-type: none"> * Students will learn strategies for all four parts of the test with a focus on timing strategies and a focused review of critical material students need to know for the ACT. Performance for students taking the Jane Ross ACT Training will be tracked to measure the effectiveness of the program. * Counselors will analyze data from previous performance scores to identify seniors to attend a day long workshop to learn strategies to increase composite scores. The workshop will occur during a school day prior to the senior retake test date. * Juniors will have the opportunity to sign up to attend a day long training prior to their state wide test date in spring 2025. These sessions are open to all juniors and will occur on Saturdays. Students who attend this training will have their ACT performance tracked to measure the effectiveness of the program. 					
	<p>[A 4.2.2] ACT training Senior selection</p> <ul style="list-style-type: none"> * BCS will target students with a composite score of 19 or 20 to attend a Jane Ross Tutoring Session. * Targeted students will attend a one day workshop to learn strategies for all four parts of the test with a focus on timing strategies and a focused review of critical material students need to know for the test. 	Jessica Price	05/23/2025	General Fund	
	<p>[A 4.2.3] ACT training for Juniors</p> <ul style="list-style-type: none"> * Parents will be invited to attend an ACT informational meeting. * Students and parents will be given a link to register for a choice of two Saturday ACT training sessions. * Students will attend an all day session that will cover test taking strategies and critical material tested in the four content areas of the ACT. * The session will also target student time management strategies to complete each subpart in the allotted time. 	Jessica Price	05/23/2025	General Fund	

<p>[S 4.3] Middle School PreACT</p> <ul style="list-style-type: none"> * PreACT is a multiple-choice assessment that will provide 8th grade students an early measure of College and Career Readiness while serving as a practice opportunity for the ACT® test. * Every 8th grader will take the PreACT in the Spring semester. <p>Benchmark Indicator</p> <ul style="list-style-type: none"> * Students results will be shared with students, parents, teachers, and building administration. * Reports will be used for summer data digs with 9th grade teachers to help target low performing areas. * Stakeholders will receive powerful data in both Student and Educator reports that include PreACT and ACT score predictions that identify student skills and areas of opportunity. * The Detailed Results and Item Response Analysis reports identify specific areas to continue support for students' improvement based on unique needs. * PreACT will help educators have college and career conversations sooner based on answers in the Student Information Section and Interest Inventory 	<p>[A 4.3.1] 8th grade Pre-ACT</p> <ul style="list-style-type: none"> * BCS will pay for all 8th grade students to take the Pre-ACT. * The Pre-ACT will be administered during the school day in January of 2025. 	Yolanda Bryson	02/20/2025	General Fund	
	<p>[A 4.3.2] 8th grade Pre-ACT student results</p> <ul style="list-style-type: none"> * Students will be provided with Pre-ACT results to help provide insight on certain skills that need improvement. * Teachers will be given the Pre-ACT results to use to help address low performing skills in instructional practices. 	Yolanda Bryson	03/28/2025	General Fund	
	<p>[A 4.3.3] Data Analysis</p> <ul style="list-style-type: none"> * 9th grade teachers will review 8th grade Pre-Act data to determine what specific skills they can base their instructional plans on for the 2024-2025 school year. * Teachers will use Method Learning to help target low performing skill areas. 	Yolanda Bryson	05/01/2025	General Fund	

[G 5] Educator Diversity

During the 2024-2025 academic year Bartlett City Schools will continue to develop means to identify, hire and retain minority candidates for educator positions. We are aiming to increase minority hires in teaching positions by at least 2% during the 2024-2025 academic year. This goal will be supported through our partnerships with EPPs across the state and outside of the state, as well as identifying current minority employees and communicating possible pathways to licensure based upon TDOE guidelines and requirements.

Performance Measure

At least 25% of the candidates accepted into a "Grow Your Own" program will be minorities to help address needs across the district.

BCS will increase minority hires in teaching positions by at least 2% during the 2024-2025 academic year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 5.1] Utilize Current Staff Providing opportunity for current employees seeking to become educators the means to do so through partnerships with EPPs who offer a "Grow Your Own" program as well as other opportunities aligned with TDOE licensure requirements.</p> <p>Benchmark Indicator Bartlett City Schools will actively recruit minority candidates through our annual job fair as well as direct contact with candidates at EPP based career fairs throughout the year.</p> <p>Bartlett City Schools will hold meetings with current employees to provide insight to the pathways open to them for licensure prior to the end of the current school year.</p>	<p>[A 5.1.1] Teacher Assistants Bartlett City Schools will meet with current Teacher Assistants to introduce the "Grow Your Own" programs being offered by EPPs. These programs will have to be agreed prior to a cohort being developed.</p>	James Aldinger, Chief of Human Resources	07/10/2024	General Budget	
	<p>[A 5.1.2] Recruitment of Substitutes Bartlett City Schools will actively recruit minority substitutes to provide quality services to our students. The district will further seek minority substitutes for consideration for "Grow Your Own" programs through our EPP partners.</p>	Dr. Kevin Gideon, HR Supervisor	07/10/2024		