

Ellendale Elementary Annual Plan (2025 - 2026)

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[G 1] K-5 Literacy

District Goal: With an intentional focus on the implementation of high-quality instructional materials K-12 and instructional walk-throughs that are aligned to the instructional shifts, BCS will improve literacy practices. By spring 2026, we will increase the percentage of students scoring Met Expectations or Exceeded Expectations in ELA in grades 2-12 using TNReady. 56.98% of the students in 3rd grade will score proficient on the 3rd grade ELA TCAP as outlined in the TISA goals. By the spring 2026, BCS will increase the percentage of students scoring Tier 1 in ELA in grades K-1 using a district universal reading benchmark.

School Goal: By spring 2026, Ellendale will increase the percentage of students scoring Met Expectations or Exceeded in grades 2-5 using TNReady. By the spring 2026, Ellendale will increase the percentage of students scoring Tier I in ELA in grades K-5 using a district universal reading benchmark.

Performance Measure

District Performance Measures:

- * District: Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 73.3.0 % to 75% on TCAP for 2nd grade ELA in 2026.
- * District: Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 54.6% to 57.4% on TCAP for grades 3-5 ELA in 2026.
- * District: Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 40.3% to 44% on TCAP for grades 6-8 ELA in 2026.
- * District: Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 56.4% to 59.1% on TCAP for grades 9-12 English in 2026.
- * District: Increase the percentage of students who are mid or above grade level and early on grade level from BOY 27.5% to MOY 59.0% to EOY 70.1% on a district universal reading benchmark for grades K-1 ELA in 2026.
- * District: Increase the percentage of students who are mid or above grade level and early on grade level from BOY 50.3% to MOY 59.7% to EOY 64.5% on a district universal reading benchmark for grades 2-8 ELA in 2026.

School Performance Measures:

- School Performance Measure: Increase the percentage of All students who have Met Expectations or Exceeded in ELA from 52.5% to 55.5% on TN Ready for grades 3-5 in 2026.
- School Performance Measure: Increase the percentage of All students who have Met Expectations or Exceeded in ELA from 65.4% to 67.6% on TN Ready for grade 2 in 2026.
- School Performance Measure: Increase the percentage of Tier I students who are above the 40% composite score BOY 92% to MOY 94% to EOY 95% on a district universal reading benchmark for grades K-5 ELA in 2026.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Maintain HQIM in K-5 District: Continuing year five of HQIM for K-5	[A 1.1.1] Professional learning to support teacher instructional practice	Teaching and Learning	04/03/2026	General Fund	

Wonders, 6-8 Guide Books, and 9-12 Savvas MyPerspectives ensures that all students have access to the instruction and resources they need to be proficient. The HQIM at each grade level offers academically rigorous, standards-aligned opportunities to read, write, and speak about complex text. School: Purchasing K-5 Wonders has provided a more cohesive vertical alignment and progression towards the mastery of the standards. Continuing to fund 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. **(Meets TN Literacy Success Act – SB7003/HB7002)** Benchmark Indicator * District Benchmark Indicator: Professional learning to support teacher instructional practice*: Continue using the IPG tool for district walk-throughs, once a semester, to aid in identifying professional development opportunities to maximize implementation of HQIM. * District Benchmark Indicator: Curriculum organization platform*: The T & L website provides links to curriculum maps and resources that have been purchased. This monitoring and adjusting of materials will be conducted by the Literacy Specialist annually. * District Benchmark Indicator: 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	* Engaging teachers to use the unit planning tool as a guide to provide specific actionable feedback to teachers with training provided **quarterly** by Literacy Specialist. * Early Literacy Coaches will continue to train teachers on early literacy instruction **quarterly** using HQIM for "foundational skills". * Lead teachers will continue to lead the work of their PLC meetings within their own grade level. * Teachers will analyze data from common formative assessments and post assessments to organize grouping and instruction in reading and math. * PLC minutes will be used to document instructional practices and strategies to determine next steps in the learning process to help students meet proficiency and closing identified gaps. * The Teaching and Learning 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.	Team, Literacy Coaches, and Michelle Bardos			
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leaders and teachers. * *School Benchmark Indicator: ELA Curriculum and Professional Learning*: Teachers will continue to participate in collaborative learning communities two times a month that will be conducted by grade chairs. Data meetings will be led by the lead teacher. Progress from the Wonders curriculum will be used to monitor students' progress and ensure benchmark success for Aimsweb Plus, BCS Common Assessments, and i-Ready Diagnostic. * *School Benchmark Indicator*: Implementation of benchmark assessments*: Aimsweb Plus Benchmark Assessments will be administered three times a year (Fall, Winter, Spring). Students who score 25% or below will be identified as at-risk and will be placed in daily tiered interventions five days a week. BCS Common Assessments will be administered two times a year (Fall and Spring). Results will be shared and analyzed during data meetings at the completion of each benchmark (2 times) to inform continuous improvement throughout the year. * *School Benchmark Indicator*: Implementation of diagnostic assessments: i-Ready diagnostic assessments will be administered three times a year (Fall, Winter, Spring). Students will be placed on a learning path from the diagnostic results. Students' growth will be monitored throughout the year. * *School Benchmark Indicator: Instruction aligned to the expectations of the standards*: Walk-throughs for K-5 will assist with increasing the performance of students who are on-track and mastered in meeting school goals. Student work collected for review during bi-weekly data meetings and observations will be compared to see if teachers are implementing the tasks as directed or making modifications in ways that are not aligned with the standard.					
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	[A 1.1.2] Intervention period built into daily schedules for on-going intervention and enrichment instruction * Intervention blocks are built into the daily schedule. Ellendale will continue to implement RTI2 procedures that guarantees all students have access to quality Tier I instruction and interventions based on specific skill deficits. * Each student will receive personalized intervention/enrichment academic support in their deficit areas of need throughout the school year. * All EL students will receive additional academic support in their deficit areas of need throughout the school year. * Students are placed in smaller groups as analyzed from the Aimsweb Plus data and teacher observation. Student success is based on school goals using data from TNReady, Aimsweb Plus benchmark testing, and other school and district data.	Michelle Bardos, Shane Inman, Gina Bennett	03/27/2026	General Fund	
	[A 1.1.3] Student work aligns to the expectations of the standards * Student work samples collected to ensure students are meeting the rigor of the standard * Quarterly professional development will be provided that aligns with student work * Student work samples to be analyzed during professional learning community meetings	Gina Bennett, Dr. Sherrie Johnson	04/03/2026	General Fund	
	[A 1.1.4] Implementation of Capturing Kids' Hearts (CKH) to support instruction · Implement and teach strategies learned from the CKH training from August 2023 in-service and for new teachers August 2025 in-service · Create Social Contracts with students by the second week of August and begin implementing the strategies · Teach students the non-verbal social cues that are needed to enhance a more productive and effective learning environment	Michelle Bardos, Shane Inman, Gina Bennett, Dr. Sherrie Johnson, All teachers	05/15/2026	District Fund	

[S 1.2] Provide instructional feedback by conducting literacy vision walks District: 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 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. The Teaching and Learning team continued walk-throughs in grades K-12 in 2023-2024. T & L developed a data base to track walk through data for the past two years. School and district trends are shared with principals and building leaders to help support in monitoring and adjusting instructional practices to enhance student learning. The Teaching and Learning team will continue this process in the 2025-2026 school year. School: Ellendale will continue instructional walk-throughs based on the Instructional Practice Guide to gauge student progress. Benchmark Indicator District: *Instructional walk-throughs*: Walk-throughs will be conducted by administrators and district staff to gain a deeper understanding of district needs based on instructional practices in the Fall and Spring. District: *Instructional support options*: We will	[A 1.2.1] Engage teachers and building level administrators in conducting professional learning * Teachers in K-5 will implement the Wonders curriculum based on professional learning for unit preparation and lesson preparation. The purpose is to ensure that teachers and administrators know the depth of the standard and how to use the new curriculum. * Administrators will continue to provide support to teachers to ensure students are being challenged with the right content and if students are learning what is being taught to them. * Administrators and district staff will continue to engage in walk-throughs and identify paths forward to improving instruction. * Student work will be analyzed and aligned with state standards during PLC meetings. * Teachers will use the data meetings to revise their lessons based on instructional practices.	Jennifer Yoder, Lauren Haney, Emily Underwood, Michelle Bardos, Shane Inman, Gina Bennett, and Dr. Sherrie Johnson	04/03/2026	General Fund	
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continue to collect the data from the IPG walk-throughs, Fall and Spring. We will use this data to give school-level feedback, share trends across the district, and plan future professional development. Follow-up with specific, school-based supports as determined by trends will be scheduled. District: *Analyzing walk through results*: Using walk through data from the Fall and Spring, Teaching and Learning will analyze trends to determine how to best support teachers and PLCs, as well as determine professional development needs across the district. School: The admin team and staff will utilize The Instruction Partners Guide once every four weeks, during PLC meetings, to provide instructional feedback and to gauge student progress.					
	[A 1.2.2] Ensure teachers have the content knowledge to provide high quality instruction * Principal, administrators, and Instructional Facilitator will work closely together to discuss student data and determine how to set instructional goals for Grades 2-5. * Student work will be collected and analyzed during PLC meetings as evidence of standards alignment and appropriate rigor * Customized professional development will be provided based on teachers' needs * Literacy Coaches will train teachers on early literacy instruction as guided by the Early Literacy Foundational Skills Plan per semester * On-going implementation of Capturing Kids' Hearts to enhance instruction	Michelle Bardos, Shane Inman, Gina Bennett, Dr. Sherrie Johnson, and Literacy Coaches	04/10/2026	General Fund	
	[A 1.2.3] Continue implementation of i-Ready * Curriculum Associates will continue assisting grades K-5 with i-Ready Diagnostic data * Teachers will analyze and compare diagnostic	Michelle Bardos, Shane Inman, Gina Bennett, Dr.	05/01/2026	General Fund	

	results from first benchmark to the second during professional learning communities * Diagnostic results will place students on a learning path. Students will utilize i-Ready for 45 minutes each week in reading and math at the completion of the diagnostic assessment	Sherrie Johnson, and Grade Level teachers			
	[A 1.2.4] Analyzing student diagnostic results - Analyzing student outcomes aligned to standards will be modeled using diagnostic reports. - Teachers will attend a professional learning session 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 Fall 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. - Teachers will analyze TNReady results during the first two PLC meetings.	i-Ready representative s, Jennifer Yoder, Lauren Haney, Emily Underwood, Gina Bennett, and Dr. Sherrie Johnson	03/27/2026	General Fund	
[S 1.3] Ellendale's identified students will continue to attend the 4-week summer education program to support students' academic needs To address unfinished learning, BCS will continue a 4-week summer education program designed to support student academic needs and accelerate student learning. BCS will use a pre and post assessment provided by TDOE. (SB7002/HB7004 – Tennessee Learning Loss Remediation and Student Acceleration Act) Implementation of high-dosage, low-ratio tutoring	[A 1.3.1] Provide professional development for selected teachers on ELA summer materials - Applications will be provided to teachers by March 2026 - Teachers will be trained on the ELA summer materials - On-going training to be held throughout the year	Jennifer Yoder, Nikki Morgan, other district leaders	06/30/2026	ESSER 3.0 [\$62000.00]	

for identified students will continue in 2025-2026. Benchmark Indicator · *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 (using Summer Scholars):* One full hour dedicated to reading instruction per day, 4 days per week. · *One hour of RTI ELA instruction (using i-Ready): *One hour of RTI2 per day, 4 days per week.					
	[A 1.3.2] The 90-minutes ELA instructional block will address skill gaps to remediate learning loss * 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.	Michelle Bardos, Shane Inman, Gina Bennett, Dr. Sherrie Johnson, Jennifer Yoder, and Literacy Coaches	05/15/2026	General Fund	
	[A 1.3.3] The 45-minutes of RTI will use pre-assessment and post-assessment data to place students and to gauge effectiveness of the program. * Placement of students using priority pools to target IPP (Individual Promotion Plan), using Aimsweb Plus and i-Ready * A TDOE pre-assessment and post-assessment will be used to measure success * The RTI 45-minutes will include students using i-Ready and face-to-face teacher directed lessons. I-Ready comprises of a diagnostic and adaptive lessons. BCS plans to use 2 days to target ELA for 45 minutes and 2 days to target math.	Jennifer Yoder, Nikki Morgan	07/01/2026	General Fund	
	[A 1.3.4] Implementation and continuation of high dosage, low-ratio tutoring * Students were identified for implementing high dosage, low-ratio tutoring using i-Ready, TNReady,	Michelle Bardos, Dr. Taylor Tartera, Jennifer Yoder,	07/01/2026	General Fund [\$240000.00]	

	and Aimsweb Plus data * Students will continue receiving tutoring, while being tracked using i-Ready, TNReady, and Aimsweb Plus data for results * The ratio of students is 1 to 3	Nikki Morgan, site-based leads			
[S 1.4] Response to Instruction and Intervention for English Language Arts (RTI) District: 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. School: Ellendale 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. Benchmark Indicator *District Benchmark Indicator: K-8 students will take a universal screening benchmark three times during the 2025-2026 school year to identify students needing additional support. Students in grades 9-12 will be identified for intervention using the Early Warning System (EWS). Data from the benchmarks will be used to create intervention groups and to individualize instruction to fit student needs including those identified as having characteristics of dyslexia. Students receiving intervention will be progress monitored weekly or biweekly according to skill deficits. The progress monitoring and benchmark data will be 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.	[A 1.4.1] Collecting and Analyzing Data 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-5 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.	Nikki Morgan, Emily Underwood, RTI Team	05/15/2026	General Fund	

School Benchmark Indicator: K-5 students take a universal screening benchmark three times during the 2025-2026 school year to identify students needing additional support. 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.					
	[A 1.4.2] Monitoring the effectiveness of reading intervention programs Ellendale will continue monitoring the effectiveness of reading intervention programs by analyzing multiple data sources such as TCAP results, benchmark data from district's universal screeners, and additional drill down assessments.	Michelle Bardos, Shane Inman, Gina Bennett, Dr. Sherrie Johnson, RTI Team	05/22/2026	General Fund	
[S 1.5] Use technology to impact quality, content, and structure of teaching and learning focused on results Technology plays an important role in developing productive citizens at Ellendale Elementary. Laptops and iPads carts are available for all students. Teachers receive technology training during the summer and during in-service week. Technology is an embedded component of the school, district, and state academic curriculum. Administrators and teachers work to create a technological environment which students solve problems, accomplish tasks, and improve academic achievement to meet school and district goals. Benchmark Indicator Surveys: Surveys from training opportunities used	[A 1.5.1] Provide technology professional development * Instructional Technology Coaches (ITCs) provide professional development and informal observations focusing on the SAMR model. * The District Program Assistant serves as the coach for all teachers, provides accountability, and provides professional learning for schools and the district based on needs and requests. * ITCs provide on-going support to teachers each week in efforts to improve technology integration throughout the school year.	Laura Starnes	05/15/2026	General Fund	

to improve technology training for teachers. Surveys are administered at the district and school level multiple times a year. Information obtained from the surveys are used to inform continuous technology improvement throughout the year.					
[G 2] K-5 Math District Goal: 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 2026, we intend to increase the percentage of students meeting or exceeding expectations in math. We intend to do this by utilizing prior TNReady data, AMO's, Aimsweb Plus and iReady. School Goal: With an intentional focus on the transition plans and instructional walk-throughs that are aligned to the instructional shifts and key mathematics standards, Ellendale Elementary will improve math practices. By spring 2026, we will increase the percentage of students scoring Met or Exceeded Expectations in 2-5 utilizing TNReady results as well as meet the AMOs for each grade band. Performance Measure District Performance Measure: Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 55.4% to 58.2% on TCAP for 2ndgrade Math in 2026. District Performance Measure: Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 59.2% to 61.8% on TCAP for grades 3-5 math in 2026. District Performance Measure: Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 47.3% to 50.6% on TCAP for grades 6-8 math in 2026. District Performance Measure: Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 37.4% to 41.3% on TCAP for grades 9-12 math in 2026. District Performance Measure: Increase the percentage of students who are mid or above grade level and early on grade level from BOY 15.5% to MOY 45.5% to EOY 61.5% on a district universal math benchmark for grades K-1 math in 2026. District Performance Measure: Increase the percentage of students who are mid or above grade level and early on grade level from BOY 36.7% to MOY 50.7% to EOY 65.7% on a district universal math benchmark for grades 2-8 math in 2026. School Performance Measure: Increase the percentage of students who have Met Expectations or Exceeded in Math from 55.9% to 58.7% on TN Ready for grades 3-5 in 2026. School Performance Measure: Increase the percentage of students who have Met Expectations or Exceeded in Math from 55.1% to 57.9% on TN Ready for grade 2 in 2026.					

School Performance Measure: Increase the percentage of Tier I students who are above the 40% composite score BOY 92% to MOY 94% to EOY 95% on a district universal reading benchmark for grades K-5 Math in 2026.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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 building leaders with timely and actionable feedback for grades K-5. Benchmark Indicator The Instructional Practice Guide (IPG) rubrics will be used to norm the instructional walks. Formal instructional walks will be conducted two times 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 help determine PLC needs and plan professional development sessions.	[A 2.1.1] Plan walk-through schedules The Teaching and 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.	Michelle Bardos and Jennifer Yoder	03/06/2026	General Fund	
	[A 2.1.2] Collect and Analyze Data Ellendale will continue to use the district's digital platform (TeachPoint) to collect the data from the IPG walkthroughs. We will use this data to give teacher feedback, share trends across the district, and plan future professional development.	Michelle Bardos, Shane Inman, Gina Bennett, Dr. Sherrie Johnson	04/03/2026	General Fund	
[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. Benchmark Indicator District Benchmark Indicator: K-8 students take a universal screening benchmark three times during	[A 2.2.1] Universal Benchmarks Universal math benchmarks will be given three times during the 2025-2026 school year in grades K-5. BCS will utilize i-Ready and Aimsweb Plus for benchmarking.	Kim Hallum and RTI team	05/08/2026	General Fund	

the 2025-2026 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. School District Benchmark: K-5 students will take a universal benchmark three times during the 2025-2026 school year. Data from the benchmarks will be used to create intervention groups and to individualize instruction to fit student needs. Tier II and Tier III students will be progress monitored weekly after the initial benchmark is administered. The data will inform continuous improvement throughout the school year to determine if each student's current program should continue to be adjusted to better meet the student's needs.					
	[A 2.2.2] Team and Data Based Decision-Making The RTI team at Ellendale Elementary will analyze data to group students by skill deficit. The RTI team will meet every 4.5 weeks to discuss Tier II and Tier III student data and adjust each student's individual plan based on student progress.	Michelle Bardos, Kim Hallum, Kelly Julian, Shane Inman, Gina Bennett, Dr. Sherrie Johnson, grade level teachers	05/08/2026	General Fund	
[S 2.3] Continued Implementation of SAVVAS curriculum in K-5 Continued implementation of a new math curriculum, which is composed of high-quality	[A 2.3.1] Continued Implementation of New Curriculum * Engage educators in reviewing instructional materials for alignment to district priorities.	Jennifer Yoder, Lauren Haney, and selected teachers	05/22/2026	General Fund	

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. Benchmark Indicator * *District Benchmark Indicator*: Continued professional learning to support teacher instructional practices with a focus on the platform use and pacing will be provided throughout the 2025-2026 school year. (Surveys will be utilized to monitor the professional development.) * *District Benchmark Indicator*: 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. * *School Benchmark Indicator*: Professional learning to support teacher instructional practices with a focus on implementing the new curriculum will be provided the summer 2025 and throughout the 2025-2026 school year. (Surveys will be utilized to monitor the professional development.) * *School Benchmark Indicator*: 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 implementing the appropriate curriculum.	* Model curricular tasks followed by vision walks to ensure fidelity of implementation. * Modifications to teacher created envision slide decks will be make for grades K-5.				
	[A 2.3.2] Planning for and facilitating ongoing professional learning for teachers related to new instructional materials · Engage teachers in professional learning from SAVVAS	Lauren Haney, Jennifer Yoder, Dr. Taylor Tartera	05/01/2026	General Fund	

	· Engage administrators in vision walks and data reflections that produce action steps				
[S 2.4] Continue implementation of Response to Instruction, Intervention, and Behavior (RTI2-B) and continue implementing Capturing Kids' Hearts (CKH) to enhance the learning environment. Select teachers, staff, and administration will serve on a behavior committee to help promote a safe and healthy school-wide climate. This committee will serve as the Response to Instruction and Intervention and Behavior (RTI2-B) committee. The committee will include an administrator, school counselor, specialist, one teacher from primary and one teacher from intermediate grade levels. Additional members as the school deems appropriate. Ellendale will utilize RTI2-B behavior intervention strategies coupled with Capturing Kids' Hearts to build relationships with our students to help them be more successful in school. Benchmark Indicator *Discipline meetings*: The discipline meetings will be led by the principal to discuss grade level discipline plans. *Monthly RTI2-B meetings*: The RTI2-B committee will meet monthly to discuss school-wide behavior expectations, discipline write-ups, and behavior celebrations. *Fidelity checks*: Team will conduct to ensure proper implementation of school expectations. *Educator Handbook*: Program will be used to gather discipline data. *Capturing Kids' Heart website for resources*: Teachers will use resources to assist with ideas and implementation.	[A 2.4.1] Continue implementation of school-wide behavior plan to support a positive school climate The RTI2-B committee will work together to continue the implementation of the Response to Instruction, Intervention and Behavior initiative (RTI-B). This initiative will allow all students the opportunity to learn in a safe environment that promotes academic achievement. Instructional time should not be lost due to a strong emphasis on improving student behavior through the RTI2-B initiative.	Michelle Bardos, Shane Inman, Gina Bennett, Dr. Sherrie Johnson, Elaine Johnson, RTI2-B team	05/22/2026	General Fund	

[G 3] Chronic Absenteeism

School: By Spring 2026, Ellendale's goal is to establish a proactive approach to improving attendance as well as decrease the chronic absenteeism rate in the areas of attendance and truancy as evidenced from the final 20-day attendance report. Ellendale will positively affect the social-emotional and academic good of all students in the classroom.

Performance Measure

Decrease the percentage of chronically absent students at Ellendale from 11.2% to 9.2% on the district's Absenteeism School File in 2025-2026.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Use Tardy and Absentee Data to Identify At-Risk Students Attendance Operator and Truancy Support Lead will continue to work with Student Services to gather and analyze tardiness and absenteeism data. This data will be used to identify at-risk students and implement a plan of action to address the problem, intervene, and get students back to learning. Benchmark Indicator *District*: Student Services Supervisor will monitor the percentage of students once a week and send weekly report to Truancy Support lead at the school. *School*: Truancy Support Lead will monitor attendance data once a week and conduct appropriate parent meetings with the school's attendance operator by creating attendance contracts with parents.	[A 3.1.1] Identify External and Environmental Barriers that Impact Student Attendance To provide strategic support, Ellendale will find ways to identify if students are experiencing challenges such as lack of transportation, health concerns, and traumatic events. By knowing these factors, Ellendale will be able to identify students' needs and increase the school's chances of connecting students with adequate resources, which will ultimately improve attendance.	Dr. Sherrie Johnson, Julie Lott, Shane Inman, Elaine Johnson, and Mark Stephens	05/08/2026	General Fund	
	[A 3.1.2] Continue Meeting with Parents of Identified Students Once a Week to Implement an Attendance Contract Student attendance reports will be pulled and analyzed each week to determine attendance trends. Parent meetings will be scheduled to discuss student attendance concerns and create attendance contracts. Students with three (3) unexcused absences will be sent a 3-day truancy	Shane Inman, Julie Lott, Dr. Sherrie Johnson	05/08/2026	General Fund	

	letter. After students reach five (5) or more unexcused absences, Student Services sends the parent a truancy email and an attendance meeting is required. The attendance team will meet with parents to discuss attendance concerns, and an attendance contract will be implemented and agreed upon by the parent and attendance team. This contract will remain open through the end of the school year and be monitored every two weeks. Some students may not require an open attendance contract and that will be determined on an as-needed basis. If students are absent during the two-week monitoring period, parents will meet again to discuss attendance concerns. Unsuccessful attendance improvements will be referred to Student Services.				
[S 3.2] Cultivate Strong Relationships Between Parents, Students, and Teachers using Capturing Kids' Hearts Bartlett City Schools has implemented Capturing Kids' Hearts (CKH), along with positive behavior supports known as Response to Instruction, Intervention, and Behavior (RTI2-B) to support a positive school experience for all students. Students' emotional attachment to a school can be increased by developing positive student-to-teacher and student-to-student relationships. Teachers can develop relationships with students by focusing on building trust. The RTI process can target behavioral, social, or emotional support, ensuring that students have the help they need and are less likely to lose motivation, get distracted, and miss school. When students feel safe and seen by their teachers, school begins to feel like home away from home. Benchmark Indicator Bartlett City Schools provided professional development to improve a positive school culture by implementing strategies that target behavioral, social, and emotional support to students.	[A 3.2.1] Develop Positive Classroom Relationships to Promote Healthy School Attendance · Actively listening · Inquiring about students' personal histories and interests · Intentionally responding to students' needs · Acknowledging students' feelings · Highlighting student accomplishments · Advocating for students · Appropriate academic support that provides targeted intervention · Morning meetings	Mrs. Bardos, Gina Bennett, Shane Inman, classroom teachers	05/22/2026	District Funds	

Administrators will periodically visit classrooms to ensure CKH strategies are being implemented.					
	[A 3.2.2] Track and React to Warning Flags When Students Exhibit Certain Behaviors to Contribute to Chronic Absenteeism The attendance review team will provide strategic support based on the number of the below occurrences. The goal is to prevent a pattern of chronic absenteeism before 10 days of school have been missed. Occurrences include, but not limited to: · Unexcused tardies · Excessive excused tardies · Bullying/removal from class · Unexcused absences · Excessive excused absences	Michelle Bardos, Dr. Sherrie Johnson, Julie Lott, Shane Inman, Gina Bennett, Elaine Johnson	05/22/2026	General Fund	
[S 3.3] Use Positive Reinforcement to Improve Student Attendance Rewarding or positively acknowledging a student for displaying the desired behavior can be highly effective at improving attendance. Utilizing a positive reward program will allow students to be more engaged and care about the rewards for exhibiting good behavior. Benchmark Indicator Teachers will quickly acknowledge students who show up on time and ready to learn utilizing appropriate age incentives. Quarter and mid-quarter rewards will be used to reward students. RTI2-B Team will reward desired behavior quarterly with behavior celebrations that will include good behavior and attendance.	[A 3.3.1] Continue Implementation of School-Wide Behavior Plan to Support a Positive School Climate and Promote Improved Attendance The RTI2-B committee will work together to continue the implementation of the Response to Instruction, Intervention and Behavior (RTI2-B). This initiative, coupled with Capturing Kids' Hearts (CKH), will allow all students the opportunity to learn in a safe environment that promotes academic achievement and improved attendance.	Shane Inman, Dr. Sherrie Johnson, Elaine Johnson, RTI2-B Committee	05/22/2026	General Fund	

