Bethel Grove Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts
By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure
Bethel Grove will increase the percentage of students meeting or exceeding expectations from 21.6% in 2023-24 to 32.3% in 2025-26.

Performance will be measured using the following tools:

IREADY Universal Screener

IREADY Benchmark Assessment- Reading

District Common Assessments

TCAP

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Bethel Grove will provide access to rigorous curriculum, quality core instruction, and assessments aligned with Tennessee Academic Standards. In addition, Bethel Grove will secure supplies, materials, equipment, and resources to support academic success. **Benchmark Indicator** **Benchmark Indicator** **Implementation:** * Weekly Collaborative Planning/PLCs with minutes and sign in sheets * Weekly Classroom Teacher Observations tool	**[A 1.1.1] Observe ELA Teacher Classrooms and Student Data** The administrative team will complete classroom observations based on the guidelines of the TEM rubric and will provide Bethel Grove with data to determine trends in teacher's ability to effectively implement the instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction. The administrative team will monitor Bethel Grove's standard aligned core instructional implementation with fidelity at two per teacher per semester. A quarterly review of TEM observation data will be used to monitor educator's delivery of	Craig McKee, Rhonda Wilson, Torquoise Mallory	12/19/2025		

* Short Cycle Assessments (bi-weekly) * Quarterly Common Assessments **Effectiveness:** * 90% of classroom teachers will attend weekly Collaborative Planning/PLCs and implement planned lessons leading to 80% of students improving by 10% on weekly or biweekly assessments. * 90% of classroom teachers will implement feedback suggestions in lessons leading to 80% of students improving by 10% on weekly or biweekly assessments. * 80% of students will improve by 10% on weekly or biweekly assessments * 80% of students will improve by 10% on quarterly common assessment (fall to winter and winter to spring).	standard-aligned lessons to the Tennessee State Standards. The data and trends will be used to determine next steps in order to support teachers.				
	[A 1.1.2] Form Data Groups School administration will use IREADY data, formative and summative assessment data to form groups. These data groups will meet weekly to focus on Tennessee State Standards that were not mastered and create next steps for teachers and academic leaders to implement.	Craig Mckee, Rhonda Wilson, Torquoise Mallory, Crystal Belew, Diamonique Jackson, Brandy Powell, Marilyn Hope	05/22/2026		
[S 1.2] Professional Development Bethel Grove will provide ongoing, high-quality professional development at the school level for school leaders, teachers, and other instructional staff. This development will focus on improving instructional practices to improve student performance. Bethel Grove will continue to implement professional development grounded in standards-aligned teaching, objective-driven lessons and academic discourse to promote accountability to knowledge and rigorous thinking.	**[A 1.2.1] Attend Professional Development for ELA** Classroom observations using the ELA walkthrough tool/TEM Rubric will provide data to determine trends in teachers' ability to effectively implement the instructional shifts outlined in the rubric to gauge the implementation of standard-aligned instruction, which will allow for the planning for professional development support. The administrative team and ILT will meet monthly with 90% attendance to ensure district and school leaders gain and share knowledge of content,	Craig McKee, Rhonda Wilson, Torquoise Mallory, and Marilyn Hope	12/19/2025		

Teachers will continue to participate in deliberate practice, read professional texts, watch videos, and share best practices. **Benchmark Indicator** **Implementation:** * Weekly Faculty Meetings with minutes and sign in sheets * Monthly New and Novice Teacher Training with minutes and sign in sheets * Quarterly Professional Development with minutes and sign in sheets **Effectiveness:** * 90% of faculty will attend weekly faculty meetings and will implement strategies presented during the meetings leading to 80% of students improving by 10% on weekly or biweekly assessments. * 90% of new and novice teachers will implement strategies presented during sessions leading to 80% of students improving by 10% on biweekly assessments. * 80% of students improving by 10% on biweekly assessments * 80% of teachers will improve by 10% on quarterly formal evaluations by spring 2026.	obtain content support and resources through collaboration, and effectively communicate new information with school-level educators. New Teachers will be provided monthly school-level professional development and coaching support throughout Fall and Spring semesters.				
[S 1.3] Targeted Intervention and Personalized Learning Bethel Grove will provide academic interventions and personalized learning activities designed to meet the students' academic needs and provide instructional strategies and resources that will move students beyond initial learning. Teachers will use RTI data to document the implementation of RTI. Bethel Grove will implement a unified schoolwide schedule to meet the needs of tier 2 and 3 support. Student learning will increase and they will be able to demonstrate their learning in their written responses and district assessments/screeners.	**[A 1.3.1] Implement Intervention and Personalized Learning Plans** Classroom teachers, interventionist and instructional resource teacher will review the progress of students who are receiving intervention and personalized differentiation. They will review data and analyze recent assessment results, observational data, and feedback from interventions to evaluate each student's progress. In addition, they will adjust strategies based on data, modify existing interventions or personalized learning plans as needed. This may involve modifying instructional strategies, providing additional resources, or changing groups. The	Craig McKee, Marilyn Hope, Shenell Taylor	05/22/2026		

Bethel Grove's Data team will meet monthly using a systematic approach to RTI that allows teachers and staff to all that are involved in planning for every students academic performance and success. The team uses a collaborative problem-solving approach to identify student needs, implement targeted interventions, and utilize data to measure student progress as a result of the interventions. By sharing responsibility as a team, more educators are accountable for student progress and aware of the diversity of students' needs. **Benchmark Indicator** Implementation: * Weekly progress monitoring with progress monitoring reports in Aimsweb. * Weekly fidelity checks with tracking forms * Quarterly IREADY Universal Screener Benchmark (Fall, Winter, Spring) * Monthly data team meetings with sign in sheets and minutes Effectiveness: * 80% of students will be progress monitored with 10% improvement on weekly monitoring tasks. * 90% of teachers will comply with implementing tiered intervention, with 10% of students improvement on daily intervention tasks. * 80% of students will improve by 10% on IREADY benchmark from fall to winter and winter to spring. * 90% of classroom teachers will attend monthly data team meetings leading to students improving 10% on progress monitoring tasks.	changes will be documented and any adjustments will be recorded in intervention plans and update student records. The team will define clear, short-term goals for each student based on their progress and their needs. The team will ensure that all changes are communicated to relevant staff and that any new strategies are implemented in the classroom immediately. Each student receiving targeted intervention will have an updated and tailored learning plan, reflecting the most recent progress and addressing any newly identified needs.				
[S 1.4] Implementation of Early Literacy Supports Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the	**[A 1.4.1] Create Small Group Instruction** Classroom teachers, interventionist and instructional resource teacher will review progress of students based on academic monitoring data, IREADY data and TCAP data. Teachers will adjust strategies based on data and	Craig McKee, Torquoise Mallory, Rhonda Wilson, Marilyn Hope	12/19/2025		

development of K-2 students reading skill set. Bethel Grove will improve literacy with 80% of students performing on grade level in SY 2025-2026. **Benchmark Indicator** Imp **Implementation:** * Weekly Collaborative Planning/PLCs with minutes and sign in sheets * Weekly Classroom Teacher Observations * Quarterly Common Formative Assessments **Effectiveness:** * 90% of classroom teachers will attend weekly Collaborative Planning/PLCs and implement planned lessons leading to 80% of students improving by 10% on weekly/biweekly assessments. * 80% of classroom teachers will implement feedback suggestions in lessons leading to 80% of students improving 10% on weekly/biweekly assessments. * 80% of students will improve by 10% on quarterly common formative assessment (fall to winter and winter to spring)	modify learning plans during small groups to individualize student instruction. This may involve altering instructional strategies, providing additional resources or changing groups. Changes will be documented and record of changes will be made.				

[G 2] Mathematics
By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure
Bethel Grove will increase the percentage of students meeting or exceeding expectations from 7.9% in 2023-24 to 20.3% in 2025-26.

Performance measures will be monitored by the following:

IREADY Universal Screener

IREADY Benchmark Assessment- Math

District Common Assessments

TCAP

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Bethel Grove will provide access to rigorous curriculum, quality core instruction, and assessments aligned with the Tennessee State Academic Standards. Teachers will plan and execute standard aligned lessons with intentional and data driven instruction to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior learning, and promote the mastery of Tennessee State standards. **Benchmark Indicator** **Implementation:** * Weekly Collaborative Planning/PLCs with minutes and sign in sheets * Weekly classroom teacher observations and walkthroughs * Quarterly Common Formative Assessments **Effectiveness: ** * 90% of classroom teachers will attend weekly Collaborative Planning/PLCs and implement planned lessons leading to 80% of students improving by 10% on biweekly assessments.	**[A 2.1.1] Implement Content Engaging Strategies** The administrative team will conduct classroom observations using the Mathematics Walkthrough tool. Team members will discuss data to determine trends in teacher's ability to effectively implement instructional moves outlined in the Teacher Effectiveness Measure rubric and gauge the implementation of standard aligned instruction. Bethel Grove's data will be monitored by the administrative team members biweekly. Data collected and trends recognized will be discussed by team members. In addition, team members will discuss strategies to support the various instructional practices. Data should show that teachers are implementing the practices at 80% or above per visit.	Craig McKee, Rhonda Wilson	12/19/2025		

* 80% of classroom teachers will implement feedback suggestions in lessons leading to 80% of students improving by 10% on weekly or biweekly assessments. * 80% of students will improve by 10% on quarterly common formative assessments (fall to winter and winter to spring).					
	[A 2.1.2] Incorporate Project Based Learning Opportunities Bethel Grove will incorporate S.T.E.M. activities in science lessons. Students will work in cooperative groups on STEM projects, fostering collaboration, and communication skills. STEM projects will foster curiosity by encouraging student inquiry and promote creativity by requiring students to design their own experiments and seek to find answers to their questions.	Craig McKee, Kenyada Collins, Kamecco Arnold, and Aketta Neal	05/22/2026		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level for teachers and other instructional staff that focuses on instructional moves and engagement strategies that will result in improved student performance. **Benchmark Indicator** **Implementation:** * Weekly faculty meetings with minutes and sign in sheets * Monthly new and novice teacher training with minutes and sign in sheets * Quarterly professional development with minutes and sign in sheets **Effectiveness:** * 90% of faculty will attend weekly faculty meetings and will implement strategies presented during the meetings leading to 80% of students improving by 10% on weekly or biweekly assessments. * 90% of novice teachers will implement strategies presented during sessions leading to 80% of	**[A 2.2.1] Attend Professional Development** Bethel Grove's faculty and staff will implement ongoing high quality in person professional development in our school. The Professional Learning Coach and other administrative staff will deliver high quality pd monthly on various educational topics. Our program will be supported by Title I resources, supplies, equipment and personnel. Bethel Grove will adhere to planned informal walkthroughs by the administrative team and ILT members during math blocks focusing on student discussions, engagement and usage of mathematical practices and math resources. Teachers will receive immediate feedback. Principal, administrative staff, and/or teachers will attend Teaching and Active and Engaged Learning in San Diego, California on January 8-10, 2026. This conference will provide informative and stimulating knowledge of teaching and learning. The conference will discuss math and literacy engagement strategies that will promote academic	Craig McKee, Rhonda Wilson, Marilyn Hope and Kenyada Collins	05/22/2026		

students improving by 10% on weekly or biweekly assessments. * 80% of teachers will improve by 10% on quarterly formal evaluations by the spring of 2026.	achievement in schools. Evidence-based strategies, resource tools and content knowledge will be redelivered to the faculty and staff in a structured format based on teacher and content needs.				
	[A 2.2.2] Mathematics and Small Groups The administrative team will provide professional development for all teachers. The professional development will entail strategies that teachers can use to address the needs of all students in the area of math. The strategies will need resources such as flash cards, manipulatives and other mathematic resources.	Craig McKee, Rhonda Wilson, Torquoise Mallory, and Marilyn Hope	05/22/2026	Title 1	
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** **Implementation:** * Weekly progress monitoring with progress monitoring reports in Aimsweb * Weekly fidelity checks with tracking forms * Quarterly IREADY Universal Screener Benchmark (Fall, Winter and Spring). * Monthly data team minutes with sign in sheets and minutes. **Effectiveness:** * 80% of students will be progress monitored with 10% improvement on weekly monitoring tasks. * 90% of teachers will comply with implementing tiered intervention, with 10% of students improving	**[A 2.3.1] Implement Computer-based Math Interventions** Students will engage in district offered computers-based interventions and face to face with designated teacher/SEA to ensure students are supported with IREADY and progress monitoring measures.	Craig McKee, Marilyn Hope, Sharon Ross, Sherry Clark and Waltricia Taylor	05/22/2026		

of daily intervention tasks. * 80% of students will improve by 10% on IREADY benchmarks from fall to winter and winter to spring. * 90% of classroom teachers will attend monthly data team meetings leading to students improving 10% on progress monitoring.					
	[A 2.3.2] Create Math Intervention and Personalized Learning Plans Classroom teachers, interventionists and the instructional resource teacher will review the progress of students who are receiving intervention and personalized differentiation. They will review the data and analyze the most recent assessment results, observation data and feedback from interventions to evaluate each student's progress. In addition, they will adjust strategies based on data, modify existing interventions or personalized learning plans as needed. This may involve altering instructional strategies, providing additional resources, or changing grouping. They will document changes, record any adjustments to intervention plans and update student records. The team will define clear, short-term goals for each student based on their progress and needs. The team will ensure that all changes are communicated to relevant staff and that any new strategies are implemented in the classroom immediately. Each student receiving targeted intervention will have an updated, tailored learning plan reflecting the most recent progress and addressing any newly identified needs.	Craig McKee, Marilyn Hope, and Rhonda Wilson	05/22/2026		
[G 3] Chronic Absenteeism By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources. **Performance Measure**					

Bethel Grove will continue to focus on the goal to reduce/maintain chronic absences of students under 24.7% during SY 25-26.

Interventions and supports will be measured using the following:

* PowerSchool Data
* Power BI data
* SART documentation of AT RISK students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** **Implementations: ** * Monthly student discipline reports * Monthly attendance and suspension data reports * Every 20 day attendance reports **Effectiveness:** * 90% of students with discipline issues will improve by 10% quarterly * 90% of chronically absent students will improve attendance rate by 10% quarterly. * 90% of chronically absent students will improve every 20 days through Spring 2026	**[A 3.1.1] Chronic Absenteeism and Safety** Bethel Grove Elementary will continue to develop trauma-informed partnerships with the home by helping parents and caregivers to become integral parts of the school community. Bethel Grove will engage parents and caregivers through parent training, text messages, phone messages throughout the school year. The Professional Counselor will be designated staff member to be a liaison to families. Parents and students will have opportunities to be included in the development of school plans for their children, including identifying behavior patterns triggers, and effective strategies.	Tamara Dickerson, Torquoise Mallory and Mr. Edward O	05/22/2026		
[S 3.2] Professional Development Provide ongoing, high quality professional development at the school level for teachers, parents and other school instructional staff focusing on instructional practices that result in improved student attendance and behavior positively impacting student achievement. **** **Benchmark Indicator**	**[A 3.2.1] Attend and Conduct Professional Development Sessions** Bethel Grove will provide ongoing, high quality professional development at the school level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior that will have a positive impact on student achievement.	Tamara Dickerson, Torquoise Mallory and Mr. Edward O	05/22/2026		

Implementation: * Weekly faculty meetings with minutes and sign in sheets * Monthly Novice Teacher training with minutes and sign in sheets * Quarterly Professional Development with minutes and sign in sheets **Effectiveness:** * 90% of faculty will attend weekly faculty meetings and will implement strategies presented during the meetings leading to 80% of students improving by 10% on weekly/biweekly assessments. * 90% of new and novice teachers will implement strategies presented during sessions leading to 80% of students improving by 10% on weekly/biweekly assessments. * 80% of teachers will improve by 10% on quarterly formal evaluations.	Bethel Grove RTI-B Team will conduct professional development on building supportive relationships through restorative practices and Social Emotional Learning.				
[S 3.3] Parent, Family and Community Engagement Promote effective parent, family and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** **Implementation:** * Semi- Annual Grade Level attendance and discipline parent meetings that share expectations with parents including minutes and sign in sheets. * Semi- Annual Family and Data Night **Effectiveness:** * 80% of parents will attend semi-annual grade-level parent meetings and incorporate suggested strategies with students at home to improve grades 20% on quarterly report cards. * 80% of parents will attend monthly family engagement meetings and will incorporate	**[A 3.3.1] Host Parent and Family Engagement Opportunities** Bethel Grove will promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance, positively impacting the overall academic success of students. The Bethel Grove administrative team, teachers, families/community stakeholders will work together to sustain and build relationships and strengthen the connections of the school, parents, and the community. Bethel Grove will have monthly updates communicated to our stakeholders via email, Facebook, school marquee, and school website. * Open House * Grade Level Parent Meetings * Reading on the Lawn * Donuts with Dads	Craig McKee, Rhonda Wilson, Torquoise Mallory, Brandy Powell	05/22/2026	Title 1	

suggested strategies with students at home to improve grades on students' quarterly report cards * By the end of academic year 25-26, 80% of parents will have attended scheduled data night meetings, to gain insight into their child's progress.	* Literacy Night * Reading Comprehension Seminars for Parents * Math and Science Night * School Wide Data Night * Parent/ Teacher Conferences * Grandparent's Day * Discipline Reports- reviewed each 20 day reporting cycle: attendance reports				