

[G 1] Reading/Language Arts
 By Spring 2026, through the implementation of a standards align core curriculum in each 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 the Math 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.

Performance Measure
 Berclair Elementary School will increase the percentage of students scoring in the On Track and/or Mastered categories from 21.3% in 2024-25 to 26.2% in 2025-26.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Universal Screening (Fall, Winter, Spring) using iReady Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Implementation</p> <p>* Lesson Plans submitted weekly * Quarterly student work samples * Daily exit tickets</p> <p>Effectiveness:</p>	<p>[A 1.1.1] Ensuring Rigorous Planning and Instruction **Teachers will use the following four instructional practices to address literacy needs:**</p> <ol style="list-style-type: none"> 1. Design lesson objectives accessible to students, teachers and observers linked to the content and a higher order thinking opportunity or a worthwhile task. 2. Curriculum-driven opportunities to determine the meaning of general and domain content/specific words and phrases [academic language] before and during reading. 3. Lessons characterized by gradual release of responsibility [from teacher dependence to student independence]. 4. Curriculum-driven opportunities for students to compose original informational texts from sources and/or curriculum-driven opportunities to compose 	Clint Davis-Principal, Tabitha Arnold-PLC Coach, Tari Harris-Asst. Principal	05/22/2026		

<p>* 100% of the teachers create and submit plans on time weekly</p> <p>* Quarterly review of student work samples will show students' mastery of stands at 80% or higher.</p> <p>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher</p>	<p>original narratives.</p> <p>Administrative team attends trainings and norms expectations that will be shared with teachers in PLC meetings including specific planning elements, specific classroom implementation elements that should be evident in classroom observations, and steps to utilize in monitoring implementation in grades 3-5.</p> <p>District Reading staff, coupled with Berclair's Instructional Leadership team, will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving skills. Professional development will be on-going and address the alignment between the MSCS curriculum and the State's standards. Strategies will be shared to address test taking skills that align with Common Core.</p>				
	<p>[A 1.1.2] Provide Supplemental Resources to Improve Student Achievement</p> <p>Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Magazine); online resources (Scholastic, TCAP Success); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p>	<p>Tabitha Arnold-PLC Coach, Tari Harris - Asst. Principal</p>	<p>05/22/2026</p>		
<p>[S 1.2] Professional Development</p> <p>Provide ongoing, high quality professional development for teachers and instructional leaders that focuses on high impact strategies that will improve teachers' pedagogy of the content,</p>	<p>[A 1.2.1] Provide Differentiated Reading Professional Development</p> <p>Berclair Elementary School's Principal, Assistant Principal, PLC Coach, and Instructional Facilitator will deliver professional development for improving</p>	<p>Clint Davis-Principal, Tabitha Arnold-PLC Coach, Tari</p>	<p>05/22/2026</p>		

<p>mastery of standards, and students' skill set resulting in proficient reading levels.</p> <p>Benchmark Indicator Implementation</p> <p>* Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes</p> <p>Effectiveness:</p> <p>* Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p>	<p>the quality of instruction and student outcomes. Professional development will be designed based on a needs' assessment survey of teachers. Teachers will continue to learn about literary and informational levels of cognitive demands. Professional development will be designed to assist teachers with planning and delivering engaging learning experiences that strategically build literacy skills as well as monitoring the delivery of reading instruction. This strategically planned professional development will help retain effective teachers and attract those interested in Berclair Elementary.</p>	<p>Harris-Asst. Principal</p>			
<p>[S 1.3] Targeted Intervention 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.</p> <p>Benchmark Indicator Implementation</p> <p>* Monthly progress monitoring data * Monthly data meeting agenda and minutes</p> <p>Effectiveness:</p> <p>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least</p>	<p>[A 1.3.1] Improve student achievement and growth by supporting rich learning environments Moving forward during the 2025-2026 school year, to meet students' individual needs, teachers will differentiate reading lessons based on data, learning styles, and instructional tier. Struggling students will be identified and receive targeted support in their identified skill deficit area(s) during the RTI2 block. Small group instruction will provide an individualized approach to the content. In a timely manner, students will be provided with additional resources because of RTI2 process. Identified students will be given dedicated face-to-face time with teachers and additional computer assisted instruction daily for 45 minutes. Teachers will communicate data results to the RTI2 data team and parents. Parents will be an integral part of the RTI2 process.</p>	<p>Tabitha Arnold-PLC Coach, Jennifer Byrd-Instructional Facilitator</p>	<p>05/22/2026</p>		

10% of students being able to exit RTI2 supports and interventions.					
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[G 2] Mathematics
 By Spring 2026, through the implementation of a standards align core curriculum in each 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 the Math 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.

Performance Measure
 Belclair Elementary School will increase the percent of students scoring in the On Track and/or Mastered categories from 23.1% in 2024-25 to 27.9% in 2025-26.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Universal Screening (Fall, Winter, Spring) using iReady Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Implementation</p> <p>* Lesson Plans submitted weekly * Quarterly student work samples * Daily exit tickets</p> <p>Effectiveness:</p>	<p>[A 2.1.1] Implement Standards Aligned Core Instruction</p> <ol style="list-style-type: none"> 1. Design lesson objectives accessible to students, teachers and observers linked to the content and a higher order thinking opportunity or a worthwhile task. 2. Curriculum-driven opportunities to determine the meaning of general and domain content/specific and critical thinking/problem solving phrases [academic language] before and during assignments. 3. Lessons characterized by gradual release of responsibility [from teacher dependence to student independence]. 4. Curriculum-driven opportunities for students to comprehension numeracy foundation skills, calculations, grade appropriate computation skills. 	Clint Davis-Principal, Jennifer Byrd-Instructional Facilitator, Wendy Hall-ILT Math Lead	05/22/2026		

<ul style="list-style-type: none"> * 100% of the teachers create and submit plans on time weekly * Quarterly review of student work samples will show students' mastery of stands at 80% or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher 					
	<p>[A 2.1.2] Provide Supplemental Resources to Improve Student Achievement</p> <p>Students and teachers will be provided with additional classroom materials for math centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, calculators, etc.); and classroom/student supplies (pencils, paper, tablets, folders, etc.) to enhance classroom instruction and improve student achievement.</p>	<p>Tabitha Arnold-PLC Coach, Jennifer Byrd-Instructional Facilitator</p>	<p>05/22/2026</p>		
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development for teachers and instructional leaders that focuses on high impact strategies that will improve teachers' pedagogy of the content, mastery of standards, and students' skill set resulting in proficient math levels.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes <p>Effectiveness:</p> <ul style="list-style-type: none"> * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. 	<p>[A 2.2.1] Provide Professional Learning Opportunities</p> <p>Math teachers will implement the district's enVision Math curriculum and TN State Math Standards with the support from the school's Admin and Instructional Leadership Team. Jennifer Byrd, Instructional Facilitator and Berclair's Instructional Leadership Team Math Lead will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving skills. They will also provide professional development in monitoring the delivery of math instruction and collaborate with instructional leaders to better understand the mathematical shifts found in the TN State Standards. This strategically planned professional development will help retain effective teachers and attract those interested in Berclair Elementary.</p>	<p>Clint Davis-Principal, Jennifer Byrd-Instructional Facilitator, Wendy Hall-ILT Math Lead</p>	<p>06/30/2026</p>		

<p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p>					
<p>[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.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Implementation</p> <p>* Monthly progress monitoring data * Monthly data meeting agenda and minutes</p> <p>Effectiveness:</p> <p>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p>	<p>[A 2.3.1] Implement Targeted Intervention and Personalized Learning Moving forward during the 2025-2026 school year, to meet students' individual needs, teachers will differentiate math lessons based on data, learning styles, and instructional tier. Struggling students will be identified and receive targeted support in their identified skill deficit area(s) during the school wide RTI2 time block. Small group instruction will provide an individualized approach to the content. In a timely manner, students will be provided with additional resources because of the RTI2 process. Identified students will be given dedicated face-to-face time with teachers and additional computer assisted instruction daily for 45 minutes. Teachers will communicate data results to the RTI2 data team and parents. Parents will be an integral part of the RTI2 process.</p>	<p>Tabitha Arnold-PLC Coach, Jennifer Byrd-Instructional Facilitator</p>	<p>05/22/2026</p>		
<p>[G 3] Safe and Healthy Students 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.</p> <p>Performance Measure Berclair Elementary School will decrease their chronic absenteeism AMO to 21.7% or less.</p> <p>Berclair Elementary School will decrease the percent of students who are chronically absent from 21.7% in 2024-2025 to 19.7% in 2025-2026.</p> <p>Interventions and supports will be measured using the following:</p>					

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator Implementation:</p> <ul style="list-style-type: none"> * 20-day attendance reports * 20-day behavior reports * 20-day suspension reports <p>Effectiveness:</p> <ul style="list-style-type: none"> * 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. * 20-day behavior reports will reflect a 5% decrease in the number of student infractions. * 20-day suspension reports will reflect a 5% decrease in the student perception rate. 	<p>[A 3.1.1] Establish Attendance Expectations The principal will lead staff development regarding the importance of decreasing the percentage of chronic absenteeism. He will introduce strategies that will open the lines of communication between the home and school.</p> <p>Protocols will be put on place in the student and faculty handbooks regarding attendance and its importance.</p> <p>The principal and ILT members will actively engage parents during parent meetings and training to increase the parental involvement percentages.</p> <p>To support the effort, the school will offer 20-day attendance incentives for students and families.</p>	Clint Davis-Principal, Tari Harris-Asst. Principal, Candiace Osborne-Counselor, Lakeshia Powell-Brown-Counselor	05/22/2026		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for teachers and instructional leaders that focuses on practices resulting in improved student attendance and positive behavior leading to increased student achievement.</p> <p>Benchmark Indicator</p>	<p>[A 3.2.1] Provide Professional Development to Support Safe and Healthy School Environments The following professional development series will be conducted to meet the safety and health needs of all Berclair students:</p> <ul style="list-style-type: none"> * RTI2B * School Culture & Climate 	Tari Harris-Asst. Principal, Candiace Osborne-Counselor, Lakeshia Powell-Brown-Counselor	05/22/2026		

<p>Implementation:</p> <ul style="list-style-type: none"> * Semesterly RTI2-B data training agenda and minutes <p>Effectiveness:</p> <ul style="list-style-type: none"> * Monthly RTI2-B data team meeting will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period. 	<ul style="list-style-type: none"> * School Routines & Procedures * Choosing to De-escalate, Mindset Shifts * ACES * Safe School Videos * Progressive Disciplinary Practices * Social Emotional Learning 				
<p>[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.</p> <p>Benchmark Indicator Implementation:</p> <ul style="list-style-type: none"> * Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes <p>Effectiveness:</p> <ul style="list-style-type: none"> * Parent surveys will result in at least 1 additional family engagement and involvement meeting/event based on feedback each quarter. * Quarterly parent meetings will result in an increase in participation by at least 10%. * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. 	<p>[A 3.3.1] Increase Parent and Community Engagement To keep parents and community members engaged and continuously involved, the following Title 1-A Parent Involvement strategies have been implemented:</p> <ol style="list-style-type: none"> 1. Annually--Develop jointly, review, agree upon, distribute, and monitor implementation of the Title 1 Home-School Compact, Family Engagement Plan, and School Improvement Plan; *A process is in place for parents to submit complaints on the school-wide program if deemed unsatisfactory. 2. Provide regular opportunities for families to have input regarding the planning, review, and improvement of the school parental involvement policy and joint development of the school-wide program plan (SIP), School Improvement Plan committee meetings, parent & community meetings, suggestion box, parent trainings, and parent surveys. 3. Invite families and offer annual meeting at flexible times (a.m./p.m.), with translators for parents with limited English proficiency; Repeat meeting second semester for families new to the school; Transportation available, to the extent practicable, per parent request. 4. Provide assistance to parents in understanding 	<p>Tabitha Arnold-PLC Coach, Jennifer Byrd-Instructional Facilitator, Candace Osborne-Counselor, Lakeshia Powell-Brown-Counselor</p>	<p>05/22/2026</p>		

	<p>topics such as the state's academic content standards, assessments, how to monitor students' progress, and how to work with teachers to improve academic achievement: flexibly-scheduled conferences and/or parent requests, progress reports, iReady data, Pearson data, report cards, phone communication, IEP's, intervention strategies, weekly folders, high quality curriculum.</p> <p>5. Continuously provide information related to school and parent programs, school reports, in an understandable, uniform format, using translators as needed, such as monthly newsletters, calendars, school website, and postings on the Title 1 Parent/Family Engagement & Community Resource bulletin board.</p> <p>6. Invite parents/guardians to partake in Berclair's planned professional development via the school's calendar, website, and communications sent home. Materials and training are provided to help parents work with their children to improve their achievement. Counselors and school support staff work closely with at-risk students and their families.</p> <p>7. Family meetings shall be held regularly throughout the year at flexible times to accommodate the needs of all families. Parents are provided with opportunities to observe the instructional program, volunteer their services, and take a participatory role in school planning. Translators are always provided for the non-English speaking families.</p> <p>8. Per parent request, regular meetings are held to formulate suggestions and to participate in decisions relating to all things school related.</p> <p>9. Families may ask to see the qualifications of all teachers. All of Berclair's teachers are highly qualified, yet the school will direct parents to the state's website accessing teachers' certifications. The school also houses these in a notebook in the principal's office.</p>				
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