

[G 1] K-5 ELA

District:

With an intentional focus on the implementation of high-quality instructional materials K-5 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 2-5 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:

By spring 2026, Altruria Elementary will increase the percentage of students scoring Met Expectations or Exceeded Expectations in K-5 literacy.

Performance Measure

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.

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.

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.

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:

Increase the percentage of students who are Tier 1 on Spring iReady from 84.4% to 86.1% for kindergarten ELA in 2026.

Increase the percentage of students who are Tier 1 on Spring iReady from 84.5% to 86.3% for 1st grade ELA in 2026.

Increase the percentage of students who have met expectations or exceeded expectations from 79.2% to 80.5% in grade 2 ELA in 2026.

Increase the percentage of students who have met expectations or exceeded expectations from 47.3% to 50.6% in grade 3 ELA in 2026.					
Increase the percentage of students who have met expectations or exceeded expectations from 60.9% to 63.3% in grade 4 ELA in 2026.					
Increase the percentage of students who have met expectations or exceeded expectations from 59.6% to 62.1% in grade 5 ELA in 2026.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Maintain HQIM in K-5 Continuing year five of HQIM for K-5 Wonders will ensure 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. Using the Wonders HQIM will provide a more cohesive vertical alignment and progression toward the mastery of the standards. 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. * *K-5 Curriculum Fidelity*: *Using data from instructional vision walks in the fall and spring semesters and feedback from teachers and school leaders, the school evaluates the fidelity of using HQIM. School leaders will maintain high expectations for materials use, while building grade level leaders and teachers.	[A 1.1.1] Continue Implementation of Wonders ILA Series Teachers in grades K-5 will continue to implement Wonders lessons into their reading curriculum with support from BCS Literacy Coach, PLC meetings, common planning, and grade level planning sessions.	Dr. Laurie Miller (PLC Coach), Gillis Gorman (BCS Literacy Coach), Grade Level Team ILA Teachers	05/04/2026	General Funds	
[S 1.2] Response to Instruction and Intervention for English Language Arts (RTI) Altruria 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	[A 1.2.1] Response to Instruction and Intervention K-5 students will take a universal benchmark diagnostic three times during the 2025-2026 school year. Data from the benchmark will be used to create intervention groups and to individualize instruction to fit student needs. Tier 2 and Tier 3	Beverly Harless and Hollie Wallace-RTI Coaches, Dr. Laurie Miller (PLC Coach)	05/18/2026	General Funds Title 1 Budget	

K-5 students will take a universal screening benchmark three times during the 2025-2026 school year to identify students needing additional support. 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.	students will be progress monitored weekly after the initial benchmark is administered.				
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[G 2] K-5 Math

****District:

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-5 Math and aligned instructional walk-throughs will strengthen math practices across all grades. 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:

Altruria will improve math practices. We will increase the percentage of students scoring met expectations or exceeded expectations in K-5 math utilizing TNReady, iReady, and Aimsweb results as well as meet the AMOs for each grade level.

Performance Measure

District:

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 55.4% to 58.2% on TCAP for 2nd grade Math in 2026.

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.

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.

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:

Increase the percentage of students who are Tier 1 on Spring iReady from 84.4% to 86.1% for kindergarten math in 2026.

Increase the percentage of students who are Tier 1 on Spring iReady from 84.5% to 86.3% for 1st grade math in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectation from 73.1% to 74.8% on TNReady for 2nd grade math in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectation from 56.6% to 59.3% on TNReady for 3rd grade math in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectation from 55.8% to 58.6% on TNReady for 4th grade math in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectation from 58.8% to 61.4% on TNReady for 5th grade math in 2026.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Response to Instruction and Intervention (RTI) Altruria 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 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. 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.	[A 2.1.1] Response to Instruction and Intervention (RTI) K-5 students will take a universal benchmark diagnostic three times during the 2025-2026 school year. Data from the benchmark will be used to create intervention groups and to individualize instruction to fit student needs. Tier 2 and Tier 3 students will be progress monitored weekly after the initial benchmark is administered.	Beverly Harless and Hollie Wallace- RTI Coaches, Dr. Laurie Miller- PLC Coach	05/08/2026	General Funds Title 1 Funds	

We plan to have an intentional focus on Tier 1 student acceleration rather than remediation within the grade level curriculum.					
[S 2.2] Continued Implementation of SAVVAS curriculum in K-12 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. 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. * 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.	[A 2.2.1] SAVVAS Envision Curriculum K-5 Teachers will continue to implement SAVVAS Envision curriculum in K-5 classrooms. Teachers will adjust to updated curriculum maps and review curriculum in PLC and team meetings.	Dr. Laurie Miller- PLC Coach, Grade Level Teams, AES Admin	05/15/2026	General Funds	

[G 3] PreK-5 Academic Performance for SWDs

****District:

Bartlett City Schools will focus on skill acquisition and mastery of grade level standards for grades K-5 in the areas of ELA and Math. Additionally, we will provide targeted support for co-teach teams in grades 4-5 so that effective co-teaching strategies are implemented. By Spring 2026, we will increase the percentage of students in the SWD subgroup scoring on track or mastered in 2-5 ELA and Math based on the results of the 2026 TNReady Assessment, as well as meet the 2026 AMOs set by the department for each grade band. In addition, children ages 3-5 attending early childhood programs in BCS will be educated in the least restrictive environment and instruction will focus on skill acquisition and mastery of early childhood standards.

School:

Altruria will focus on skill acquisition mastery of grade level standards for grades K-5 in the areas of ELA and Math. Additionally, we will provide targeted support for co-teach teams in grades 3-5 for the TSI identified student group (SWD) so that effective co-teaching strategies are implemented. By Spring 2026, we will increase the percentage of

students in the SWD subgroup scoring met expectations or exceeded expectations in 3-5 ELA and Math based on the results of the 2026 TNReady Assessment, as well as meet the 2026 AMOs for each grade band.

Performance Measure

District:

Increase the percentage of students in the SWD subgroup who are Early-On-Grade Level or Above Grade-Level from 31.5% BOY to 32% MOY to 32.5% EOY on the district-wide, standards-aligned Kindergarten iReady Diagnostic Reading assessment in 2026.

Increase the percentage of students in the SWD subgroup who are Early-On-Grade Level or Above Grade-Level from 8% BOY to 27% MOY to 27.5% EOY on the district-wide, standards-aligned 1st Grade iReady Diagnostic ELA assessment in 2026.

Increase the percentage of students in the SWD subgroup who are Early-On-Grade Level or Above Grade-Level from 7% BOY to 29% MOY to 29.5% EOY on the district-wide, standards-aligned 1st Grade iReady Diagnostic Math assessment in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 30.9% to 35.2 on the 2nd grade TCAP ELA assessment in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 21.6% to 26.5% on the 2nd grade TCAP math assessment in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 17.8% to 22.9% on TCAP for grades 3-5 ELA in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 17.1% to 22.3% on TCAP for grades 3-5 Math in 2026.

School:

Increase the percentage of students in the SWD subgroup in grades K-1 who show growth from the BOY iReady Reading assessment to the EOY iReady Reading assessment by 5%.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 79.1% to 80.4% on TNReady for 2nd grade ELA in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectation from 15.8% to 21.1% on TNReady for 3rd grade ELA in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectation from 11.1% to 16.7% on TNReady for 4th grade ELA in

2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectation from 22.2% to 27.1% on TNReady for 5th grade ELA in 2026.

Increase the success rate of students in the SWD subgroup who scored Met Expectations or Exceeded Expectation from 16.4% to 21.6% on TNReady for grades 3-5 on ELA in 2026.

Increase the percentage of students in the SWD subgroup in grades K-1 who show growth from the BOY iReady Math assessment to the EOY iReady Math assessment by 5%.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 73.9% to 75.5% on TNReady for 2nd grade Math in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectation from 31.6% to 35.9% on TNReady for 3rd grade Math in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectation from 11.1% to 16.7% on TNReady for 4th grade Math in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectation from 22.2% to 27.1% on TNReady for 5th grade Math in 2026.

Increase the success rate of students in the SWD subgroup who scored Met Expectations or Exceeded Expectation from 21.8% to 26.7% on TNReady for grades 3-5 on Math in 2026.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Data Based Decision Making Special education teachers will collaborate with district and school leaders in ongoing professional development focused on reviewing and analyzing student assessment data. This data will guide decision-making to ensure that core instruction is delivered in the least restrictive environment, supporting each student's individual needs. Data based decision making due to Altria's TSI designation for SWD will include more sped and co-teaching collaboration through planning time and additional planning with functional skills and	[A 3.1.1] Special Education and Regular Education Teachers Utilizing Collaborative Teacher Models Special education and regular education teachers will work together in the classroom. 3rd-5th grade teachers will work through co-teaching classrooms and K-2 will continue to attend pullout sessions. Collaboration will continue through PLC meetings and RTI meetings. Data points will be collected during progress monitoring.	Dr. Laurie Miller- PLC Coach, Beverly Harless- RTI Coach, Hollie Wallace- RTI Coach, Special Education Teachers, Zoe Ella Pearl-School Psychologist	05/08/2026	Special Education General Funds	

resource plus teachers. Due to Altruria's TSI designation for SWD, additional data collections will take place. Benchmark Indicator School administration will monitor the percentage of students being educated outside the general education classroom for math and reading content areas. School leaders and team members will review individual student placement to determine best setting for each child. Biweekly PLCs will take place for each grade level and special education teacher. Monthly across grade level planning meetings will be held for all SPED, co-teach, FS, ESL ,ad APEX. Growth monitor checks in iReady will be conducted monthly to collect data and monitor progress for SWD. FS teachers will work closely with grade level teachers to set up test taking strategies for those students who complete the general Ed TNReady.					
	[A 3.1.2] Special Education Teachers, Regular Ed Co Teachers, ESL, and APEX SWD targeted meetings Special education teachers, regular ed co-teachers, ESL, and APEX will meet to discuss and gain targeted support for co-teach teams in grades 3-5 for the TSI identified student group (SWD) so that effective co-teaching strategies are implemented. Meetings will take place to discuss grade level plans, strategies data, and curriculum. Meetings will be scheduled monthly with additional meeting being scheduled as needed. These meetings are in addition to our biweekly PLC meetings.	Dr. Laurie Miller- PLC Coach, Brennan Harrison-Principal, Kensley Martin-Assistant Principal, Leanne Dozier-Assistant Principal	05/08/2026	General Funds	

[G 4] K-5 Science

District:

BCS is committed to addressing learning gaps and elevating students to meet grade-level standards in science through a comprehensive set of strategies. The implementation new High-Quality Instructional Materials for K-5 Science will strengthen science practices across all grades.

School:

By Spring 2026, Altruria Elementary will increase the percentage of students scoring Met Expectations or Exceeded Expectations in K-5 science. The implementation of new high-quality McGraw-Hill curriculum and instructional materials for grades K-5 Science and intentional planning and collaboration between the teachers will strengthen science practices across grades K-5.

Performance Measure

District:

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 57% to 59.7% on TCAP for grades 3-5 Science in 2026.

School:

Increase the percentage of students who scored Met Expectations or Exceeded Expectation from 49.6% to 52.8% on TCAP for 3rd grade Science in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectation from 60.1% to 62.6% on TCAP for 4th grade Science in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectation from 55.2% to 58% on TCAP for 5th grade Science in 2026.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Implementation of new Science HQIM in K-5 Implementation of a new science curriculum for grades K-5, 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 high-quality science curriculum will provide more coherence in the alignment and connection of learning between grade-levels.	[A 4.1.1] Utilize HQIM- McGraw Hill in K-5 Teachers in grades K-5 will begin the implementation of the new HQIM for Science- McGraw Hill. Teachers will implement McGraw Hill into their science curriculum with support from BCS Instructional Coaches, PLC meetings, common planning, and grade level planning sessions.	Dr. Laurie Miller- PLC Coach, BCS Instructional Coaches	05/08/2026	General Funds	

Benchmark Indicator * Professional learning to support teacher instructional practices with a focus on the platform use and pacing will be provided to K-5 teachers throughout the 2025-2026 school year. * Student work, for grades K-5, 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. * BOY and EOY benchmarking for grades K-5, using the Pear Assessment program, will be used to gauge student understanding and mastery of the Tennessee Academic Standards.					
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