

Goal 1: Grade 3 ELA (Required)

Bartlett (794) Public District - FY 2027 - District Plan - Rev 0

☐ N/A The district does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* <input type="text" value="70"/> %	of students will score proficient on the 3rd grade TCAP by	* Year <input type="text" value="2030"/>
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Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* TCAP met or exceeds: 54.0% to 54.8% Aimsweb 40% and above: 73.6% to 75.6%	* TCAP Assessment file Aimsweb report
2027-28	* TCAP met or exceeds: 54.8% to 55.6% Aimsweb 40% and above: 75.6% to 77.8%	* TCAP Assessment file Aimsweb report
2028-29	* TCAP met or exceeds: 55.6% to 56.4% Aimsweb 40% and above: 77.8% to 80%	* TCAP Assessment file Aimsweb report

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable

<p>Maintain HQIM- The district will implement the Wonders ELA curriculum with fidelity as the core Tier I instructional resource across all classrooms by establishing clear, districtwide expectations for instructional planning, delivery, and use of curriculum materials. Teachers will implement the curriculum's scope, sequence, and instructional routines to ensure consistent access to grade level standards, supported through ongoing professional learning, job embedded coaching, and regular instructional monitoring to strengthen alignment and instructional consistency across schools.</p>	<p>HQIM Implementation Evidence: District leaders and school administrators will conduct ELA walkthroughs using the IPG tool and district HQIM look-fors to collect evidence of Wonders implementation, adherence to the curriculum scope and sequence, and alignment to the depth of grade-level standards. Walkthrough data will be reviewed each semester to measure progress in instructional consistency across classrooms and schools. - Professional Learning Impact Data: Walkthrough trend data will be analyzed by the Teaching and Learning Department to identify specific instructional practices and standards requiring support, which will directly inform the focus of professional learning aligned to the Best for All ELA Standards Guides. Subsequent walkthroughs and coaching cycles will be used to monitor evidence of instructional application related to professional learning focus areas, with progress measured by increased alignment to standards-based instruction and reduced variability in HQIM implementation across classrooms each semester.</p>	<p>\$ 57,000.00</p>	
<p>Use Data to Inform Instruction- The district will implement iReady as a universal diagnostic and instructional tool to establish consistent, districtwide expectations for data informed Tier I instruction and differentiation for all students. Teachers will routinely analyze iReady diagnostic and progress monitoring data to inform instructional planning, adjust core instruction, and identify timely supports across tiers. Districtwide guidance, PLC support, and ongoing monitoring will ensure iReady data is used consistently to strengthen Tier I instruction rather than serving solely as an intervention placement tool.</p>	<p>- Diagnostic Administration - BOY, MOY, EOY Schools will administer the iReady diagnostic during district identified windows three times per year. District staff will monitor completion rates by school, grade level, and subgroup to ensure consistent participation. - PLC Data to Instruction Cycles - after BOY, MOY Following BOY and MOY diagnostics, BCS instructional coaches will support PLCs in analyzing iReady data to identify priority skills, plan Tier I differentiation, and identify students needing additional support.</p>	<p>\$ 98,853.00</p>	
<p>RTI- The district will implement a coherent, districtwide RTI framework by establishing clear expectations for universal screening, progress monitoring, data review, and instructional response to ensure timely, data driven academic support for all students. Schools will use shared protocols to strengthen Tier I instruction, identify students in need of additional support, and implement aligned Tier II and Tier III interventions, with ongoing monitoring to ensure consistency and effectiveness across schools.</p>	<p>- Benchmark Data Reviews - After each screening window, district and school based RTI teams will review Aimsweb, i-Ready, and other data following each benchmarking window to identify academic trends including subgroup data and Tier I instructional needs. - Progress Monitoring Fidelity - RTI teams will verify that students receiving Tier II and Tier III supports are progress monitored according to district expectations. Data will be reviewed monthly to evaluate responsiveness and adjust supports. - RTI Decision Documentation - Monthly RTI meeting notes will document instructional decisions, including intervention changes and alignment to Tier I instruction. District leaders will review documentation to ensure consistent implementation across schools.</p>	<p>\$ 16,875.00</p>	

<p>Summer Learning Camp- The district will implement summer learning camps as structured, district aligned extensions of core Tier I literacy instruction to accelerate student learning. Programs will operate under clear districtwide expectations for curriculum alignment, instructional practices, and progress monitoring, ensuring that instruction reinforces grade level standards and targeted skill needs identified during the school year. Data from summer learning camps will be used to monitor student progress and inform instructional planning for the subsequent school year to support continuity and sustained impact.</p>	<p>- Summer Instructional Implementation Evidence: District and school leaders will review summer learning schedules, lesson plans, and observational evidence bi-weekly to verify that summer learning camps are implemented as district aligned extensions of Tier I literacy instruction, including consistent use of identified ELA materials, alignment to grade level standards, and targeted skill supports. - Early Indicators of Student Engagement and Learning Progress: Student participation, attendance patterns, and progress monitoring evidence collected weekly during the summer learning program will be reviewed weekly to determine whether students are receiving the intended instructional dosage and supports. This data will serve as leading indicators of instructional effectiveness and will be used to make program adjustments and inform fall instructional planning.</p>	<p>\$ 0.00</p>	<p>approx. \$356,322.00 from state funding</p>
<p>Tutoring- The district will implement high dosage, low ratio tutoring in Grades 3 as a targeted extension of Tier I instruction through intensive small group sessions (1:3) delivered twice per week for 45 minutes. Tutoring will reinforce grade level standards using HQIM and support students in bridging skill gaps toward grade level expectations. The district will establish clear expectations for student prioritization, instructional materials, scheduling, and progress monitoring to ensure consistent, effective implementation across schools.</p>	<p>- Professional learning and HQIM- Professional learning for tutors will be provided annually. HQIM will be provided at the start of tutoring each year. - Progress Monitoring and Student Growth - Student progress will be monitored monthly. Data will be reviewed by tutors, instructional coaches, and school leaders to adjust instructional focus, intensity, or grouping as needed. - Fidelity Monitoring - District and school level tutoring coordinators will monitor implementation fidelity (session frequency, group size, instructional focus) through monthly check ins and documentation. Trends will be used to identify support needs and ensure consistent implementation across schools.</p>	<p>\$ 0.00</p>	<p>approx. \$150,000.00 from grant funding</p>

Goal 2

Bartlett (794) Public District - FY 2027 - District Plan - Rev 0

Goal 2

By May 2029, Bartlett City Schools will increase the percentage of students who are meeting or exceeding expectations in K-12 ELA outcomes for all students, including the subgroups of Black/Hispanic/Native American students, English Learners, and Economically Disadvantaged students through strengthened, standards-aligned Tier I instruction and aligned supports. Students with Disabilities are addressed in a separate, dedicated three-year ELA goal.

Meets or Exceeds on the ELA TCAP/EOC (Grade Bands):

2nd Grade All Students: 73% to 79.0%

BHNA: 66.2% to 72.2%

EL: 44.9% to 50.9%

ED: 63.0% to 69.0%

3rd-5th Grade All Students: 56.2% to 62.7%

BHNA: 47.9% to 53.9%

EL: 29.6% to 35.6%

ED: 41.2% to 47.2%

6th-8th Grade All Students: 40.9% to 47.4%

BHNA: 32.3% to 38.3%

EL: 16.1% to 22.1%

ED: 26.3% to 32.3%

9th-12th Grade All Students: 56.0% to 62.5%

BHNA: 48.6% to 54.6%

EL: 17.9% to 23.9%

ED: 37.0% to 43.0%

iEarly, Mid, or Above Grade Level on iReady ELA (District Universal Reading Benchmark)

Grades K-1 (EOY): 81.5% to 87.0%

Grades 2-8 (EOY): 64.5% to 69.0%

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources

2026-27	* Grade 2 - All Students 73% to 75.0%; BHNA 66.2% to 68.2%; EL 44.9% to 46.9%; ED 63% to 65.0% Grades 3-5 - All Students 56.2% to 58.7%; BHNA 47.9% to 49.9%; EL 29.6% to 31.6%; ED 41.2% to 43.2% Grades 6-8 - All Students 40.9% to 43.4%; BHNA 32.3% to 34.3%; EL 16.1% to 18.1%; ED 26.3% to 28.3% Grades 9-12 - All Students 56% to 58.5%; BHNA 48.6% to 50.6%; EL 17.9% to 19.9%; ED 37% to 39.0% i-Ready K-1 - BOY 27.0, MOY 56.0, EOY 83.3 i-Ready 2-8 - BOY 48.9, MOY 58.1, EOY 66.0	* TCAP data file i-Ready reports
2027-28	* Grade 2 - All Students 75% to 77.0%; BHNA 68.2% to 70.2%; EL 46.9% to 48.9%; ED 65% to 67.0% Grades 3-5 - All Students 58.7% to 60.7%; BHNA 49.9% to 51.9%; EL 31.6% to 33.6%; ED 43.2% to 45.2% Grades 6-8 - All Students 43.4% to 45.4%; BHNA 34.3% to 36.3%; EL 18.1% to 20.1%; ED 28.3% to 30.3% Grades 9-12 - All Students 58.5% to 60.5%; BHNA 50.6% to 52.6%; EL 19.9% to 21.9%; ED 39% to 41.0% i-Ready K-1 - BOY 27.0, MOY 58.0, EOY 85.2 i-Ready 2-8 - BOY 49.0, MOY 59.1, EOY 67.5	* TCAP data file i-Ready reports
2028-29	* Grade 2 - All Students 77%to 79.0%; BHNA 70.2% to 72.2%; EL 48.9% to 50.9%; ED 67% to 69.0% Grades 3-5 - All Students 60.7% to 62.7%; BHNA 51.9% to 53.9%; EL 33.6% to 35.6%; ED 45.2% 47.2% Grades 6-8 - All Students 45.4% to 47.4%; BHNA 36.3% to 38.3%; EL 20.1% to 22.1%; ED 30.3% to 32.3% Grades 9-12 - All Students 60.5% to 62.5%; BHNA 52.6% to 54.6%; EL 21.9% to 23.9%; ED 41% to 43.0% i-Ready K-1 - BOY 27.0, MOY 60.0, EOY 87.0 i-Ready 2-8 - BOY 49.0, MOY 60.0, EOY 69.0	* TCAP data file i-Ready reports

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable

<p>Maintain HQIM- The district will implement high-quality instructional materials (HQIM) with fidelity across Grades K-12 by establishing clear, districtwide expectations for Tier I instructional planning, delivery, and use of curriculum materials. Wonders ELA (Grades K-5), Imagine Learning (Grades 6-8), and MyPerspectives (Grades 9-12) will serve as the core instructional resources to ensure consistent access to text-based, standards-aligned instruction. Implementation will be supported through professional learning, job embedded coaching, and regular instructional monitoring to strengthen alignment and instructional consistency across grade bands.</p>	<p>- HQIM Implementation & Standards Alignment Evidence: District instructional coaches and school administrators will conduct ELA walkthroughs using the IPG tool and district HQIM look fors to collect evidence of implementation of core instructional routines, alignment to the Wonders curriculum scope and sequence, and alignment to the depth of grade level standards. Walkthrough evidence will be reviewed each semester to measure progress in instructional consistency and identify changes in implementation. - Data Informed Professional Learning Impact: Walkthrough trend data will be analyzed by the Teaching and Learning Department to identify systemwide instructional strengths and areas of need related to standards aligned instruction. These data trends will directly inform the focus of professional learning aligned to the Best for All ELA Standards Guides. Subsequent walkthroughs and job embedded coaching cycles will be used to monitor evidence of instructional application related to professional learning focus areas. Progress will be measured by increased alignment to standards based instruction and reduced variability in HQIM implementation across classrooms throughout the year.</p>	<p>\$ 565,003.00</p>	
<p>RTI- The district will implement a coherent, districtwide RTI framework by establishing shared expectations for screening, progress monitoring, data review, and instructional response to ensure timely, data-driven academic support for all students. RTI processes will be used to strengthen Tier I instruction and align Tier II and Tier III supports across Grades K-12.</p>	<p>- Benchmark Data Reviews - After each screening window district and school-based RTI teams will review diagnostic data in Grades K-8 and utilize the Early Warning System (EWS) in Grades 9-12 to identify academic needs and trends. - Progress Monitoring Fidelity - Each month, the RTI teams will verify that students receiving Tier II and Tier III supports are progress monitored according to district expectations (e.g., Aimsweb), with data reviewed monthly. - RTI Decision-Making Documentation - Monthly RTI meeting documentation will reflect instructional decisions, including intervention adjustments and alignment to Tier I instruction. District leaders will review documentation to ensure consistency across schools. - Tier I Connection Indicator - Evidence that RTI data results in Tier I instructional adjustments (reteaching, acceleration, regrouping) will be reviewed during monthly RTI meetings.</p>	<p>\$ 101,250.00</p>	
<p>Tutoring- The district will implement high-dosage, low-ratio tutoring in Grades K-5 as a targeted extension of Tier I instruction through small group sessions (1:3) delivered twice per week for 45 minutes. Tutoring will reinforce grade-level standards using HQIM and support students in bridging skill gaps toward grade-level expectations through clearly defined districtwide expectations for student prioritization, instructional materials, scheduling, and progress monitoring.</p>	<p>- Professional learning and HQIM- Professional learning for tutors will be provided annually. HQIM will be provided at the start of tutoring each year. - Progress Monitoring and Student Growth - Student progress will be monitored monthly. Data will be reviewed by tutors, instructional coaches, and school leaders to adjust instructional focus, intensity, or grouping as needed. - Fidelity Monitoring - District and school level tutoring coordinators will monitor implementation fidelity (session frequency, group size, instructional focus) through monthly check ins and documentation. Trends will be used to identify support needs and ensure consistent implementation across schools.</p>	<p>\$ 168,000.00</p>	<p>approx. \$225,000 from grant funding</p>

<p>Summer Learning Camp- The district will implement summer learning camps (Grades preK-8) as structured, district-aligned extensions of core Tier I literacy instruction to accelerate student learning. Programs will follow district expectations for curriculum alignment, instructional practices, and progress monitoring to ensure continuity and sustained impact into the subsequent school year.</p>	<p>- Summer Instructional Implementation Evidence: District and school leaders will review summer learning schedules, lesson plans, and observational evidence bi-weekly to verify that summer learning camps are implemented as district aligned extensions of Tier I literacy instruction, including consistent use of identified ELA materials, alignment to grade level standards, and targeted skill supports. - Early Indicators of Student Engagement and Learning Progress: Student participation, attendance patterns, and progress monitoring evidence collected weekly during the summer learning program will be reviewed weekly to determine whether students are receiving the intended instructional dosage and supports. This data will serve as leading indicators of instructional effectiveness and will be used to make program adjustments and inform fall instructional planning.</p>	<p>\$ 0.00</p>	<p>approx. \$3,200,000 from state funding</p>
<p>Use Data to Inform Instruction- The district will implement iReady as a universal diagnostic and instructional tool to establish consistent, districtwide expectations for data-informed Tier I instruction and differentiation in Grades K-8 and will utilize additional district data sources and the Early Warning System (EWS) to inform instructional decisions in Grades 9-12. Teachers will routinely analyze data to guide instructional planning, monitor progress, and align supports across tiers, with district guidance and PLC support ensuring data is used to strengthen core instruction rather than solely for intervention placement.</p>	<p>- Diagnostic Administration Fidelity - BOY, MOY, EOY Schools will administer the iReady diagnostic three times per year in Grades K-8 within district windows. Completion rates will be monitored by school, grade band, and subgroup to ensure consistent participation. - PLC Data to Instruction Cycles - after BOY and MOY Instructional coaches (Grades K-12) will support PLCs in analyzing diagnostic data to identify priority Tier I instructional needs, plan differentiation and acceleration, and identify students requiring additional supports. PLCs will document instructional responses aligned to data trends. - Evidence of Tier I Instructional Response - Monthly, walkthrough evidence will demonstrate use of diagnostic data to adjust Tier I instruction through Core Action 4 (e.g., regrouping, targeted skill instruction). Instructional Coaches will use this evidence to guide coaching and support.</p>	<p>\$ 889,692.00</p>	

Goal 3

Bartlett (794) Public District - FY 2027 - District Plan - Rev 0

Goal 3

By May 2029, Bartlett City Schools will increase the percentage of students meeting or exceeding expectations in Mathematics as measured by district Grade 2 math results, i-Ready Math (Grades K-8), TCAP Math (Grades 3-8), and High School Math EOCs by implementing and monitoring High-Quality Instructional Materials (HQIM) with fidelity, strengthening Tier 1 instructional practices, and ensuring equitable access to grade-level mathematics for all students, with targeted improvement for Black/Hispanic/Native American, Economically Disadvantaged, and English Learner students.

District Grade 2 Mathematics (Meets or Exceeds)

Grade 2

All Students: 57.9% to 65.9%

Black/Hispanic/Native American: 50.3% to 56.3%

English Learners: 38.1% to 44.1%

Economically Disadvantaged: 45.1% to 51.1%

i-Ready Math (Percent Mid or Above Grade Level)

Grades K-1

Increase the percentage of students performing mid or above grade level in Math to approximately 18% at BOY, 50% at MOY, and 84% at EOY by 2028-2029.

Grades 2-8

Increase the percentage of students performing mid or above grade level in Math to approximately 37% at BOY, 52% at MOY, and 69% at EOY by 2028-2029.

TCAP / EOC Mathematics (Meets or Exceeds)

Grades 3-5

All Students: 62.6% to 68.6%

Black/Hispanic/Native American: 53.0% to 59.0%

English Learners: 40.8% to 46.8%

Economically Disadvantaged: 47.8% to 53.8%

Grades 6-8

All Students: 53.5% to 59.5%

Black/Hispanic/Native American: 41.9% to 49.9%

English Learners: 33.3% to 41.3%

Economically Disadvantaged: 34.7% to 40.7%

Grades 9-12

All Students: 41.5% to 47.5%

Black/Hispanic/Native American: 32.0% to 38.0%

English Learners: 33.1% to 39.1%

Economically Disadvantaged: 28.2% to 34.2%

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	<p>* Grade 2 All Students: 57.9 to 61.9% Black/Hispanic/Native American: 50.3% to 52.3% English Learners: 38.1% to 40.1% Economically Disadvantaged: 45.1% to 47.1% i-Ready Math Targets Grades K-1: BOY 17% to 17.1%; MOY 42% to 44.0%; EOY 76.4% to 78.4% Grades 2-8: BOY 35% to 36%; MOY 48.7% to 50.7%; EOY 64.3% to 66.3% TCAP/EOC Math Targets Grades 3-5: All Students 62.6% to 64.6%; BHNA 53% to 55.0%; EL 40.8% to 42.8%; ED 47.8% to 48.8% Grades 6-8: All Students 53.5% to 55.5%; BHNA 41.9% to 43.9%; EL 33.3% to 35.3%; ED 34.7% to 36.7% Grades 9-12: All Students 41.5% to 43.5%; BHNA 32% to 34.0%; EL 33.1% to 35.1%; ED 28.2% to 30.2%</p>	<p>* District Assessment Data File</p>
2027-28	<p>* Grade 2 All Students: 61.9% to 63.9% Black/Hispanic/Native American: 52.3% to 54.3% English Learners: 40.1% to 42.1% Economically Disadvantaged: 47.1% to 49.1% i-Ready Math Targets Grades K-1: BOY 17.1% to 17.3%; MOY 44% to 47.0%; EOY 78.4% to 81.2% Grades 2-8: BOY 36% to 36.5%; MOY 50.7% to 51.4%; EOY 66.3% to 67.7% TCAP/EOC Math Targets Grades 3-5: All Students 64.6% to 66.6%; BHNA 55% to 57.0%; EL 42.8% to 44.8%; ED 48.8% to 51.8% Grades 6-8: All Students 55.5% to 57.5%; BHNA 43.9% to 47.9%; EL 35.3% to 39.3%; ED 36.7% to 38.7% Grades 9-12: All Students 43.5% to 45.5%; BHNA 34% to 36.0%; EL 35.1% to 37.1%; ED 30.2% to 32.2%</p>	<p>* District Assessment Data File</p>
2028-29	<p>* Grade 2 All Students: 63.9% to 65.9% Black/Hispanic/Native American: 54.3% to 56.3% English Learners: 42.1% to 44.1% Economically Disadvantaged: 49.1% to 51.1% i-Ready Math Targets Grades K-1: BOY 17.3% to 18%; MOY 47% to 50.0%; EOY 81.2% to 84.0% Grades 2-8: BOY 36.5% to 37%; MOY 51.4% to 52.0%; EOY 67.7% to 69.0% TCAP/EOC Math Targets Grades 3-5: All Students 66.6% to 68.6%; BHNA 57% to 59.0%; EL 44.8% to 46.8%; 51.8% to ED 53.8% Grades 6-8: All Students 57.5% to 59.5%; BHNA 47.9% to 49.9%; EL 39.3% to 41.3%; ED 38.7% to 40.7% Grades 9-12: All Students 45.5% to 47.5%; BHNA 36% to 38.0%; EL 37.1% to 39.1%; ED 32.2% to 34.2%</p>	<p>* District Assessment Data File</p>

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
<p>The district will implement high-quality instructional materials (HQIM) in Mathematics with fidelity across Grades K-12 by establishing clear, districtwide expectations for Tier I instructional planning, delivery, and use of curriculum materials to ensure consistent access to grade-level, standards-aligned instruction. Implementation will be supported through professional learning, job-embedded coaching, and regular instructional monitoring to strengthen alignment and instructional consistency across grade bands.</p>	<p>HQIM Fidelity and Standards Alignment Monitoring- Once per semester (Fall and Spring), district instructional coaches and school administrators will conduct math walkthroughs using the IPG tool and district HQIM look-fors to monitor implementation of core instructional routines, alignment to curriculum scope and sequence, and alignment to the depth of grade-level standards. Walkthrough trends will be reviewed by the district math team within two weeks of each walkthrough cycle to identify systemwide strengths and targeted professional learning needs. HQIM Professional Learning Participation- By the end of each semester (December and May), 100% of K-12 math teachers will have participated in at least one HQIM-focused professional learning session connected to instructional planning, task implementation, and grade-level rigor. Evidence of Instructional Shifts- By May 2027 and monitored each semester thereafter, at least 90% of observed math lessons will demonstrate alignment to HQIM pacing and lesson structure, grade-level tasks at appropriate cognitive demand, and evidence of student mathematical discourse.</p>	<p>\$ 680,812.70</p>	
<p>The district will strengthen Tier I mathematics instruction by utilizing structured PLC meetings to analyze student performance data, internalize HQIM lessons, and adjust instructional practices to increase grade-level proficiency. PLC implementation will follow a consistent districtwide protocol focused on instructional planning, student work analysis, and response to evidence to ensure consistent outcomes across schools and grade bands.</p>	<p>PLC Protocol Fidelity- Beginning August 2026 and reviewed monthly, 100% of K-12 math PLCs will meet regularly with documented agendas and minutes aligned to the district PLC protocol, including HQIM lesson internalization, analysis of student work from grade-level tasks, identification of common misconceptions, and documented instructional adjustments. Common Assessment and Student Work Evidence- By the end of each quarter (October, December, March, May), math PLCs will administer common formative assessments aligned to HQIM standards and rigor and will document item or standard-level trends and planned instructional responses, including reteach or acceleration actions. Instructional Adjustment Verification- Each quarter, at least 80% of PLC action steps will result in documented instructional adjustments that are observed during subsequent walkthrough cycles, including increased evidence of student discourse, mathematical reasoning, and use of grade-level tasks without reduction of cognitive demand.</p>	<p>\$ 900,000.00</p>	

The district will implement a coherent, districtwide RTI framework to identify, monitor, and support students with mathematics skill deficits through data-driven intervention cycles that accelerate student growth. RTI processes will be used to strengthen Tier I instruction and align Tier II and Tier III supports across Grades K-12 through shared expectations for screening, progress monitoring, data review, and instructional response.

Benchmark Data Reviews- After each screening window (BOY, MOY, EOY) beginning in Fall 2026, district and school-based RTI teams will review diagnostic and benchmark data in Grades K-8 (i-Ready) and utilize the Early Warning System (EWS) and course-based benchmarks in Grades 9-12 to identify academic needs, trends, and priority students for math intervention. Progress Monitoring Fidelity- Each month beginning September 2026, RTI teams will verify that students receiving Tier II and Tier III math supports are progress monitored according to district expectations (weekly or biweekly based on skill need), with data reviewed monthly to determine intervention adjustments. RTI Decision-Making Documentation- Monthly RTI meeting documentation will reflect instructional decisions, including intervention adjustments, attendance in supports, and alignment to Tier I instruction. District leaders will review documentation monthly to ensure consistent implementation across schools. Tier I Connection Indicator- By the end of each quarter, evidence that RTI data results in Tier I instructional adjustments (reteaching, acceleration, regrouping, or task scaffolding without lowering rigor) will be reviewed during monthly RTI meetings and summarized for district review.

\$ 101,250.00

Goal 4**Bartlett (794) Public District - FY 2027 - District Plan - Rev 0**

☐ This goal not established.

Goal 4

SWDs - By May 2029, Bartlett City Schools will increase the percentage of students with disabilities meeting or exceeding expectations in ELA and mathematics. This will be accomplished through the consistent implementation and monitoring of High-Quality Instructional Materials (HQIM) and evidence-based intervention programs in reading and math, ensuring fidelity of implementation, and providing equitable access to grade-level ELA and mathematics instruction for all students. Progress will be monitored quarterly using district assessment data, intervention fidelity checks, and student performance metrics.

SWD - Meets or Exceeds Expectations on Math and ELA:

Grade 2 ELA: 43.2% to 47.2%

Grade 2 Math: 39.6% to 43.6%

Grades 3-5 ELA: 19.9% to 23.9%

Grades 3-5 Math: 21.5% to 25.5%

Grades 6-8 ELA: 11.8% to 15.8%

Grades 6-8 Math: 16.7% to 20.7%

Grades 9-12 Math: 10.6% to 14.6%

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* SWD Grade 2 ELA - 43.2% to 45.1% SWD Grade 2 Math - 39.6% to 40.6% SWD Grades 3-5 ELA - 19.9% to 21.8% SWD Grades 3-5 Math - 21.5% to 23.4% SWD Grades 6-8 ELA - 11.8% to 12.8% SWD Grades 6-8 Math - 16.7% to 18.6% SWD 9-12 Math - 10.6% to 12.5%	* District data assessment File
2027-28	* SWD Grade 2 ELA - 45.1% to 46.2% SWD Grade 2 Math - 40.6% to 42.6% SWD Grades 3-5 ELA - 21.8% to 22.9% SWD Grades 3-5 Math - 23.4% to 24.5% SWD Grades 6-8 ELA - 12.8% to 13.8% SWD Grades 6-8 Math - 18.6% to 19.7% SWD 9-12 Math - 12.5% to 13.6%	* District Assessment Data File

2028-29	* SWD Grade 2 ELA - 46.2% to 47.2% SWD Grade 2 Math - 42.6% 43.6% SWD Grades 3-5 ELA - 22.9% to 23.9% SWD Grades 3-5 Math - 24.5% to 25.5% SWD Grades 6-8 ELA - 13.8% 15.8% SWD Grades 6-8 Math - 19.7% to 20.7% SWD 9-12 Math - 13.6% to 14.6%	* District Assessment Data File
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Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Utilizing High Quality Instructional Material - The district will ensure that the majority of students with disabilities receive daily instruction anchored in HQIM in ELA and Math across grade spans in their Least Restrictive Environment as defined by their Individualized Education Plan annually.	The majority of students with disabilities receiving daily instruction anchored in HQIM in ELA and Math across grade spans will be monitored quarterly through a review of IEP services, classroom schedules, and PULSE. Using walkthrough tools and instructional observations, the district will monitor classrooms serving students with disabilities are implementing HQIM-aligned lessons.	\$ 68,703.00	
Professional Development - The district will ensure that interventions provided for students with disabilities receiving pullout or intensified special education support, are deliberate and monitored by providing ongoing professional development.	The district will conduct fidelity checks each quarter to ensure that interventions are being provided with consistency and fidelity. By the end of each semester, 100% of special education teachers and intervention staff will complete at least two targeted professional development sessions focused on delivering and monitoring pullout and intensified interventions for students with disabilities, with at least 85% demonstrating implementation fidelity as measured by walkthrough observations, coaching logs, or intervention monitoring data. 100% of teachers providing intensified instructional interventions will complete required district professional development on intervention implementation to support consistent and faithful delivery, as documented by sign-in records.	\$ 31,000.00	
Academic and IEP Alignment - The district will ensure students with disabilities receive special education instruction in the areas of ELA and math that are aligned to their specific academic needs as outlined in their IEPs.	The district will ensure that students with disabilities receive special education instruction in ELA and/or mathematics that is aligned to their specific academic needs as outlined in their IEPs, as documented through IEP audits and instructional fidelity reviews.	\$ 0.00	

Goal 5

Bartlett (794) Public District - FY 2027 - District Plan - Rev 0

☐ This goal not established.

Goal 5

By 2028-2029, BCS will intentionally prioritize targeted College and Career Readiness efforts to strengthen student outcomes. By spring 2029, we aim to increase overall readiness indicators (pathway) and expand the percentage of students meeting College Ready benchmarks, resulting in measurable growth in the district's College Ready rate. This sustained focus reflects our commitment to ensuring every student graduates prepared for success in postsecondary education, the workforce, or military service.

BCS will increase the percentage of students considered College and Career Ready from 93.3% to 93.9%.
BCS will increase the ACT composite score from 21.2 to 21.6 on the ACT for cohort 2029.

Students with Disabilities (SWD)

Increase CCR rate from 70.1% to 70.6%

Increase percentage of students hitting the ACT benchmark composite from 11.7% to 12.3%.

Economically Disadvantaged Students

Increase CCR rate from 86.4% to 87.0% percentage points.

Increase percentage of students hitting the ACT benchmark composite from 31.7% to 40.3%.

Black/Hispanic Students

Increase CCR rate from 90.9% to 91.5% percentage points.

Increase percentage of students hitting the ACT benchmark composite from 38.4% to 39.0%.

English Learners

Increase CCR rate from 93.7% to 94.3% percentage points

Increase percentage of students hitting the ACT benchmark composite from 20.9% to 21.5%.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources

2026-27	<p>* BCS will increase the percentage of students considered College and Career Ready from 93.3% to 93.5%. BCS will increase the ACT composite score from 21 to 21.2 on the ACT for cohort 2027. Students with Disabilities (SWD) Increase CCR rate from 70.1% to 70.2% Increase percentage of students hitting the ACT benchmark composite from 11.7% to 11.9%. Economically Disadvantaged Students Increase CCR rate from 86.4% to 86.6% percentage points. Increase percentage of students hitting the ACT benchmark composite from 31.7% to 31.9%. Black/Hispanic Students Increase CCR rate from 90.9% to 91.1% percentage points. Increase percentage of students hitting the ACT benchmark composite from 38.4% to 38.6%. English Learners Increase CCR rate from 93.7% to 93.9% percentage points Increase percentage of students hitting the ACT benchmark composite from 20.9% to 21.1%.</p>	* CCR portal, ACT file reports, TISA
2027-28	<p>* BCS will increase the percentage of students considered College and Career Ready from 93.5% to 93.7% BCS will increase the ACT composite score from 21.2 to 21.4 on the ACT for cohort 2028. Students with Disabilities (SWD) Increase CCR rate from 70.2% to 70.4% Increase percentage of students hitting the ACT benchmark composite from 11.9% to 12.1%. Economically Disadvantaged Students Increase CCR rate from 86.6% to 86.8% percentage points. Increase percentage of students hitting the ACT benchmark composite from 31.9% to 40.1%. Black/Hispanic Students Increase CCR rate from 91.1% to 91.3% percentage points. Increase percentage of students hitting the ACT benchmark composite from 38.6% to 38.8%. English Learners Increase CCR rate from 93.9% to 94.1% percentage points Increase percentage of students hitting the ACT benchmark composite from 21.1% to 21.3%.</p>	* CCR portal, ACT file reports, TISA

2028-29	<p>* BCS will increase the percentage of students considered College and Career Ready from 93.7% to 93.9%. BCS will increase the ACT composite score from 21.4 to 21.6 on the ACT for cohort 2029. Students with Disabilities (SWD) Increase CCR rate from 70.4% to 70.6% Increase percentage of students hitting the ACT benchmark composite from 12.1% to 12.3%. Economically Disadvantaged Students Increase CCR rate from 86.8% to 87.0% percentage points. Increase percentage of students hitting the ACT benchmark composite from 40.1% to 40.3%. Black/Hispanic Students Increase CCR rate from 91.3% to 91.5% percentage points. Increase percentage of students hitting the ACT benchmark composite from 38.8% to 39.0%. English Learners Increase CCR rate from 94.1% to 94.3% percentage points Increase percentage of students hitting the ACT benchmark composite from 21.3% to 21.5%.</p>	* CCR portal, ACT file reports, TISA
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Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Increase EPSO opportunities to include dual credit, dual enrollment, and industry certification.	FAFSA completion rates, dual credit and dual enrollment participation and success rates, industry certifications earned, CTE pathway concentrator rate, and post-secondary enrollment rate. School guidance counselors monitor student completion annually.	\$ 400,000.00	
Increase composite ACT scores by purchasing the Method Learning program for ACT Prep. Method Learning is a self paced ACT platform targeting specific skills, practice questions with explanations, and timed tests that are aligned to the ACT.	ACT composite scores, ACT sub scores, percentage of students meeting ACT college readiness benchmarks, pre ACT participation and growth.	\$ 15,000.00	
Increase composite scores by having 8th grade students take the pre-ACT and purchasing ACT workshops for 11th & 12th grade student in our district.	ACT composite scores, ACT sub scores, percentage of students meeting ACT college readiness benchmarks, pre ACT participation and growth.	\$ 50,000.00	