Elmore Park Middle School Annual Plan (2025 - 2026)

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[G 1] 6-8 ELA

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

School Goal: With an intentional focus on the implementation of high-quality instructional materials and instructional walk-throughs that are aligned to the instructional shifts, Elmore Park Middle School will improve literacy practices. By spring 2026, we will increase the percentage of students scoring on meeting or exceeding expectations in ELA using TNReady. By spring 2026, EPMS will increase the percentage of students scoring Tier 1 in ELA using iReady.

Performance Measure

District Performance Measures:

* 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 scored Met Expectations or Exceeded Expectations from 40.3% to 44% on TCAP for grades 6-8 ELA in 2026.
* Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 56.4% to 59.1% on TCAP for grades 9-12 English in 2026.
* 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 Performance Measures:

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 49.6% to 52.75% on TNReady for 6th grade ELA in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 41.3% to 44.96% on TNReady for 7th grade in ELA in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 34.3% to 38.4% on TNReady for 8th grade in ELA in 2026.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Maintain HQIM in 6-8 Continuing the use of HQIM for 6-8 Guide Books will ensure that all students have access to the	**[A 1.1.1] Alignment of student work to the expectations of the standards** Student work samples will be collected and	Ethan Randall (Principal & ELA PLC	04/10/2026		

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. Additionally, Elmore Park is using Title 1 funds for the 2025 - 2026 school year to provide each student with their own iReady workbook for English Language Arts. iReady has already been in use throughout the district (and at Elmore Park) and takes a proven, data-oriented approach through their computer program to grow students in the areas of Reading and Mathematics when implemented with fidelity. It is for this reason that Elmore Park has chosen to continue to utilize the computer program but also these iReady workbooks as a tangible resource for teachers to utilize in their classes to supplement classroom instruction in English Language Arts. **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. * *Curriculum organization platform:* The T & L website provides links to curriculum maps and resources that have been purchased. This monitoring and adjusting of materials will be conducted by the Literacy Specialist annually. * *K-12 Curriculum Fidelity: *Using data from instructional vision walks in the fall and spring semesters and feedback from teachers and school leaders, the District evaluates the fidelity of using HQIM. Using the Best for All HQIM Implementation Framework flowchart, BCS is in Phase III of deepening the understanding for K-5 Wonders, 6-8 Guide Books, and 9-12 Savvas myPerspectives. Although school leaders maintain high expectations for materials use, district leaders are trying to	reviewed during PLCs and instructional walks to ensure students are meeting the rigor of the standard. Teachers will continue to participate in professional learning provided by the Lead Literacy Coach.	Lead), District Office Staff			

strategically shift ownership of the professional learning process to building level leaders and teachers.					
[S 1.2] Provide instructional feedback by conducting literacy vision walks **District: **BCS will continue instructional walk-throughs based on the Instructional Practice Guide, which began in 2017. BCS partnered with an outside consultant group to conduct walks in middle and high. The partnership expanded in 2018-2019 to include 6-8 literacy walk-throughs and data feedback with principals. Beginning in 2019-2020, the partnership expanded to learning walks and data feedback in grades 3-5 along with TDOE guidance and focus on HQIM. Grades K-2 were added in 2021-2022. Due to the purchase and implementation of new curricula in K-5 walks continued, and the district partnered with Edu20/20 to ensure fidelity and continued support of grades 6-8. The Teaching and Learning team continued walk-throughs in grades K-12 in 2023-2024. T & L developed a data base to track walk through data for the past two years. School and district trends are shared with principals and building leaders to help support in monitoring and adjusting instructional practices to enhance student learning. The Teaching and Learning team will continue this process in the 2025-2026 school year. **School: **Elmore Park will continue to work in conjunction with the Teaching & Learning Department for vision walks for ELA each semester. The team will use the IPG tools to guide our "look-fors" during these visits. Continuing this year, we are also focusing in particular and providing timely feedback to teachers on what they are doing well. The team will still collaborate and give actionable feedback on reinforcements and refinements, but any refinements will primarily be communicated with administration and used to	**[A 1.2.1] Conduct literacy vision walks with building-level administrators to ensure instruction and student work align with the expectations of the standards.** The administrative team will be conducting vision walks to provide feedback for teachers, PLC teams, and staff in the school building. Details for walkthroughs below: August- All teachers will receive an informal, non-scored walkthrough observation from building-level administrators. Feedback will be provided that is aligned with the TEAM rubric for all teachers prior to formal observations. September- All teachers will receive an informal, non-scored walkthrough observation. Additionally, during September, Literacy vision walks will be conducted for ELA at each grade level 6-8. These vision walks will be conducted by administrators and district office staff. Feedback will be provided following the vision walks so PLC teams can establish instructional goals aimed toward mastery for students. 15% & 35% measures are selected and entered in TN Compass. October-Formal observations begin. Data extracted from TN Compass to identify school-wide trends. November- Formal observations continue. December- All teachers receive written professionalism feedback. January-All teachers receive an informal walkthrough observation recorded in TN Compass. February- A second round of Literacy vision walks are conducted to assess progress over the course of the year toward mastery. Feedback will be provided following the vision walks so PLC teams can establish instructional goals aimed toward continued mastery for students. Formal observations resume. March- Formal observations continue. April- All formal observations finalized. The professionalism process begins. Grade-level teams will meet to identify cross-curricular best practices for	Ethan Randall (Principal & ELA PLC Lead), District Office Support Staff	03/27/2026		

guide future professional development and coaching opportunities. **Benchmark Indicator** •*Instructional walk-throughs*: Walk-throughs will be conducted by administrators and district staff to gain a deeper understanding of district needs based on instructional practices in the Fall and Spring. •*Instructional support options*: We will continue to collect the data from the IPG walk-throughs, Fall and Spring. We will use this data to give school-level feedback, share trends across the district, and plan future professional development. Follow-up with specific, school-based supports as determined by trends will be scheduled. •*Analyzing walk through results*: Using walk through data from the Fall and Spring, Teaching and Learning will analyze trends to determine how to best support teachers and PLCs, as well as determine professional development needs across the district.	professionalism evidence. Content area teams will meet to identify vertical best practices for professionalism evidence. May- Professionalism conferences will be held by ELA administrator.				

[G 2] 6-8 Math

**District Goal: **BCS is committed to addressing learning gaps and elevating students to meet grade-level standards in mathematics through a comprehensive set of strategies. The continued implementation of High-Quality Instructional Materials for K-12 Math and aligned instructional walk-throughs will strengthen math practices across all grades. Additionally, targeted interventions for high school students using Edgenuity and Village Virtual, particularly those who faced challenges in Algebra I, Geometry, and Algebra II, aim to enhance understanding and performance. By spring of 2026, we intend to increase the percentage of students meeting or exceeding expectations in math. We intend to do this by utilizing prior TNReady data, AMO's, Aimsweb Plus and iReady.

School Goal: With an intentional focus on the transition plans, instructional walk-throughs that are aligned to the instructional shifts and key mathematics standards, and utilizing the proven, data-oriented resource of iReady Math workbooks, Elmore Park Middle School will improve math practices. By spring 2026, we will increase the percentage of students scoring met or exceeding expectations in 6-8 math by utilizing TNReady results as well as by meeting the AMOs for each grade band.

Performance Measure

District Performance Measures:

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

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 scored Met Expectations or Exceeded Expectations from 47.3% to 50.6% on TCAP for grades 6-8 math in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 37.4% to 41.3% on TCAP for grades 9-12 math in 2026.

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 Performance Measures:

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 34.6% to 38.68% on TNReady for 6th grade Math in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 39.2% to 43% on TNReady for 7th grade Math in 2026.

Increase the percentage of students who scored Met Expectations or Exceeded Expectations from 54.5% to 57.34% on TNReady for 8th grade Math in 2026.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Facilitate walk-throughs using the IPG **District: **BCS began partnering with Instruction Partners to facilitate learning walks (IPG walks) during the 2017-2018 school year. The Teaching & Learning Department will continue conducting instructional walks, each semester with a continued emphasis on providing building leaders with timely and actionable feedback for grades K-12. **School: **Elmore Park will continue to work in conjunction with the Teaching & Learning Department for instructional walkthroughs for Math each semester. The team will use the IPG tools to guide our "look-fors" during these visits. Continuing this year, we are also focusing in particular and providing timely feedback to teachers on what they are doing well. The team will still collaborate and give actionable feedback on reinforcements and refinements, but any refinements will primarily be communicated with administration and used to guide future professional development and	**[A 2.1.1] Administrative Walkthroughs and Formal Obervations** The administrative team will be conducting walkthroughs to provide feedback for teachers, PLC teams, and staff in the school building. Details for walkthroughs below: August- All teachers will receive an informal, non-scored walkthrough observation. Feedback will be provided that is aligned with the TEAM rubric for all teachers prior to formal observations. September- All teachers will receive an informal, non-scored walkthrough observation. 15% & 35% measures are selected and entered in TN Compass. October-Formal observations begin. Data extracted from TN Compass to identify school-wide trends. November- Formal observations continue. December- All teachers receive written professionalism feedback. January-All teachers receive an informal walkthrough observation recorded in TN Compass. February- Formal observations resume. March- Formal observations	Ethan Randall (Principal); Constance Wright (Assistant Principal); Carmen Johnson (Assistant Principal); Wesley Hansen (Instructional Facilitator)	05/08/2026		

coaching opportunities. Additionally, after analyzing data from the most recent TCAP Test for 6th Grade Math, school administration determined that it would be to the benefit of all to take a more hands-on approach to 6th Grade Math this year. The administrative team will be conduct weekly IPG walkthroughs in the 6th Grade Math classrooms. The data will be collated to identify trends over time. We will meet as a group twice a quarter to meet with the teachers to give and receive feedback. **Benchmark Indicator** The Instructional Practice Guide (IPG) rubrics will be used to norm the instructional walks. Formal instructional walks will be conducted two times during the academic year at each school. The data collected from the second set of instructional walks will be used by the district and school leadership teams to help determine PLC needs and plan professional development sessions.	continue. April- All formal observations finalized. The professionalism process begins. Grade-level teams will meet to identify cross-curricular best practices for professionalism evidence. Content area teams will meet to identify vertical best practices for professionalism evidence. May- Professionalism conferences will be held by each grade-level administrator.				
[S 2.2] Implement a transition plan for high-need grade-level and subject areas Implementing a transition plan for high-need areas will provide teachers with the opportunity to fully understand students' prior knowledge and capabilities. Teachers will effectively use data along with the instructional focus documents to guide planning, instruction, and assessment. Teachers can use the PLC-created assessments to drive instruction in Tier 1 as well as intervention. The data collected from the assessments as well as walkthroughs will help to monitor and adjust curriculum and instruction. **Benchmark Indicator** PLC's will create assessments to use as pre and post-tests as well as "mini assessments" throughout the year using the key mathematics standards as well as the instructional focus documents. The assessments should identify gaps	**[A 2.2.1] Conduct Vertical PLC Meetings** PLC department meetings will be conducted quarterly for 6-8 math teachers. PLC teams will use data collected from in-class instruction, iReady, and NWEA testing to continue work with vertical alignment of standards. Teachers will continue to work on understanding the progression of standards from elementary to high school.	Carmen Johnson (Assistant Principal + Math PLC Lead); Ethan Randall (Principal); District Office Support Staff	05/15/2026		

from the previous grade as well as for instructional decisions in the current grade. The results can be used in Tier 1 instruction as well as intervention. District and school administration will monitor the effectiveness of this work by actively participating in vertical PLCs at least once a quarter. The results from the pre-and post-test will provide tangible data that teachers and administrators can use to reflect on the effectiveness of the plan. Instructional walk-throughs will allow administrators the opportunity to identify trends and ensure that instruction and assessment are aligned to the depth of the grade-level academic standards.					
[S 2.3] Utilize iReady Instructional Resources/Materials in 6 - 8 Math Elmore Park is using Title 1 funds for the 2025 - 2026 school year to provide each student with their own iReady workbook for Math. iReady has already been in use throughout the district (and at Elmore Park) and takes a proven, data-oriented approach through their computer program to grow students in the areas of Reading and Mathematics when implemented with fidelity. It is for this reason that Elmore Park has chosen to continue to utilize the computer program but also these iReady workbooks as a tangible resource for teachers to utilize in their classes to supplement classroom instruction in Math. **Benchmark Indicator** *Weekly iReady Path Assignments and District-Wide Benchmarks*: School Administration and Teachers will be able to measure the effectiveness of these iReady Workbooks through instant feedback from student performance on their weekly assignments where they must complete two Math lessons over the course of the week, and through district-wide benchmarks where data will be analyzed three times over the course of the year in the Fall, Winter, and Spring benchmarks.	**[A 2.3.1] Conduct Quarterly Grade-Level Data Digs** School Administration will conduct quarterly grade-level data digs to discuss data from iReady lessons as a grade level as well as to analyze data from benchmarks. The team will be able to discuss areas of strength and areas of weakness among the grade-level as a whole to better target those areas in their instruction with iReady Math workbooks.	Dr. Ethan Randall (Principal), Dr. Constance Wright (Assistant Principal), Carmen Johnson (Assistant Principal), and Wesley Hansen (Instructional Facilitator)	04/10/2026		

[G 3] 6-8 Academic Performance for SWDs

**District Goal: **Bartlett City Schools will focus on skill acquisition and mastery of grade level standards for grades K-12 in the areas of ELA and Math. Additionally, we will provide targeted support for co-teach teams in grades 4-12 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 2-12 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 Goal: **With an intentional focus on composing productive co-teaching teams so that effective partnerships are observed by implementing effective co-teaching strategies, Elmore Park Middle School will improve Math and ELA practices. By Spring 2026, we will increase the percentage of students in the SWD subgroup scoring met or exceeding expectations in 6-8 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 Performance Measures:

Increase the percentage of preschool students in the SWD subgroup from the BOY benchmark to the EOY benchmark assessment in 2026.

Increase the percentage of students in the SWD subgroup who are Early-On-Grade Level or Above Grade Level (scoring 25th percentile or above) from 20% BOY to 43% MOY to 43.5% EOY on the district-wide, standards-aligned Kindergarten 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 113% BOY to 32% MOY to 32.5% EOY on the district-wide, standards-aligned Kindergarten iReady Diagnostic Math 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.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 9.6% to 15.3% on TCAP for grades 6-8 ELA in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 11.0% to 16.6% on TCAP for grades 6-8 Math in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 7.2% to 13% on TCAP for grades 9-12 ELA in 2026.

Increase the percentage of students in the SWD subgroup who scored Met Expectations or Exceeded Expectations from 8.2% to 13.9% on TCAP for grades 9-12 Math in 2026.

School Performance Measures:

Increase the percentage of students in the SWD subgroup who have met or exceeded expectations from 14% to 19.4% on TNReady for grades 6-8 ELA in 2025.

Increase the percentage of students in the SWD subgroup who have met or exceeded expectations from 11.9% to 17.4% on TNReady for grades 6-8 Math in 2025.

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. **Benchmark Indicator** The Special Education Director will track the percentage of students receiving math and reading instruction outside the general education classroom using the LRE Widget on a quarterly basis. Our goal is to increase the number of students accessing instruction in the general education setting, ensuring greater inclusion and support for diverse learners.	**[A 3.1.1] Data-Based Decisions** Special education teachers will continue to be included in data decisions in all content areas. SPED teachers will continue to have common planning with their departments to be included in data meetings and conversations regarding the curriculum implemented within the general education classroom and the best support to provide students with disabilities. Additionally, Special education teachers will have designated "push in" periods, where they can assist Social Studies and Science classes as needed during those class periods in order to help students across all subject areas. Both SPED and general education teachers will use student data that has been pulled from TN Ready, i-Ready, and other benchmark platforms to make informed instructional decisions that best support students with disabilities.	Ethan Randall (Principal); Constance Wright (Assistant Principal); Carmen Johnson (Assistant Principal); Wesley Hansen (Instructional Facilitator); SPED teachers	05/01/2026		