Bradley County Schools (060) Public District - FY 2027 - LEA Plan - Rev 1

Overview

A strong district plan clearly articulates the theory of action for reaching each student performance goal by providing:

- an outline of the improvement work to be supported and implemented throughout the district,
- insight into resource allocation in alignment to those improvement efforts, and
- ample time to collaborate, coordinate, and communicate with all district leaders, school leaders, teachers, and other stakeholders.

Though school plans must be aligned to the district plan, they differ in that they must be tailored and may include additions to the district-level expectations for improvement work based on the school's specific needs and context.

The transition of the district and school planning process to full approval every three years, pursuant to Chapter 1005 of the Public Acts of 2024, provides a unique opportunity to strategically plan for the long-term improvement needed at the district and school level to reach high level outcomes for all students. Periodic reflection will be critical to ensuring forward momentum toward the intended implementation work and student performance.

For districts, the student performance goals, strategies, and all associated components will also serve as the goals, action plan, and budget supports required in the annual TISA Accountability Report. In the fall of 2026, the prior year reflection components of the report will be made available. Guidance for annual completion and submission related to the TISA Accountability Report will be shared at a later date.

Please refer to the following resources to ensure alignment to three-year planning expectations:

Flowchart resource link

Guide resource link

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Cover Page

* District Name
Bradley County Schools

* Director of Schools Name
Dr. Linda Cash

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Denny Collins

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Resources

Click here to open the guide.

Prepare and Reflect to Plan

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Identify Team

Identify all planning team members, including team member titles. Under ESSA Title I, Part A §1112(a)(1)(A), the district plan must be developed in consultation with the following stakeholders (at a minimum):

*

- teachers,
- principals,
- other school leaders,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- charter school leaders (in districts that have charter schools), and
- parents of students.

Dr. Linda Cash - Director of Schools
Dana Yost - Federal Projects Director (ESSA)
Denny Collins - Supervisor of Data and Assessment
Dr. Heather Hayes - Special Education Supervisor (IDEA)
Todd Shoemaker - Secondary Education Supervisor
Dr. Elizabeth Kaylor - Elementary Education Supervisor
Arlette Robinson - CTE Director
Terri Murray - ESSER Director, Private School/ESL/Migrant Coordinator
Terry McElhaney - Attendance/Transportation Director
Jodie Grannan - Elementary Principal (Title I School)
Corey Limburg - Middle School Principal
Brittany Cannon - PIE Center Principal
JoAnn Gott- Goal Academy and Virtual School Principal
Vicki Beaty - Bradley County Board Member
Tim Riggs - Teacher Evaluation Supervisor
Sha'Ree Morgan- Pathways to Success (RTI) Coordinator
Melissa Mardis - ESL Coordinator
Heather Wilson - Middle School Guidance
Kristy Carroll - Elementary Title I Teacher (Title I School)
Amanda McDonald - ELA Coordinator
Beth Fugate - Math Coordinator
Chris Anziano - High School Parent
Andrea Anselment - Elementary and Middle School Parent
JulieAnne Cain- Elementary Student
Abby Yelldell - High School Student

Dr. Shane Brown - Community Representative
Madi Cantrell - District-wide Parapro

Stakeholder Involvement

* Describe how the district actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the district plan throughout the three-year planning window in accordance with ESSA Title I, Part A §1112(a)(5). Provide a timeline to show that stakeholder involvement in the planning process is ongoing throughout the three-year process and not a one-time event/process.

Bradley County Schools actively involves stakeholders in the development, implementation, and ongoing refinement of the district plan. The Director of Schools engages with student, parent, and community advisory groups twice annually, while Administrative and Supervisor Meetings regularly review feedback from these diverse perspectives. The district planning team convenes three times each year to evaluate goals and analyze current data, making adjustments to the academic and district plan to ensure progress toward established objectives. Annual surveys, attendance records, benchmark assessments, and state testing results inform all collaborative efforts, identifying strengths, challenges, and areas of need. This dynamic, living plan is designed to support the continuous growth of students, staff, and community partnerships.
Scheduled reviews take place in November, January, and July, utilizing a thorough analysis of attendance data, benchmark results, teacher observations, advisory input, and survey responses. Revisions are made based on these evaluations to maintain the plan's relevance and effectiveness. Implementation is supported through ongoing training, the formation of professional learning communities, and continuous assessments throughout the school year.

Well-rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a district will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high-quality materials.

As required under ESSA Title IV, Part A §4106(d)(1)(A), describe the district's vision of a well-rounded education and how it will ensure all students have access to those courses, activities, and programs. Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

*

- a detailed description of the district's vision for a well-rounded education and how that might evolve over the next three years;
- a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the district's vision;
- actions the district will take over the next three years to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the district's vision; and
- specific local, state, and federal funding sources (including Title IV, Part A program funds), that support the district's efforts.

Well-Rounded - Three-Year Vision

The Bradley County Schools Strategic Plan reflects a comprehensive three-year vision that will continue to grow, strengthen, and be refined over time. This vision emphasizes a whole-child approach that prioritizes academic excellence, equitable access, social-emotional support, and expanded student-centered opportunities. Across the three-year span, the district will intentionally build on current strengths while continuously improving systems, programs, and instructional practices to ensure sustained student success.

A central focus of this three-year vision is the ongoing development of high-quality instruction. ELA and Math Coordinators will continue to support instructional capacity through sustained professional development, coaching cycles, and collaboration with instructional leaders, all aligned to Tennessee standards. Over the course of this three-year vision, instructional practices, curriculum maps, and resources will continue to be reviewed and refined in response to updated standards, newly adopted materials, and evolving student needs. This work is intended to strengthen consistency and instructional effectiveness across all schools over time.

Equitable access to rigorous instruction remains a key pillar of the three-year vision. Special Education and ESL teams will continue to collaborate with core content areas to ensure that all student groups-including students with disabilities, English Language Learners, migrant students, and students experiencing homelessness-receive appropriate supports. Resources such as newcomer supports, ESL curriculum tools, and structured language acquisition supports will continue to be expanded and refined throughout the three-year period to strengthen access and academic success. All instructional programs, digital tools, and enrichment opportunities will continue to be intentionally designed with accessibility and inclusion as long-term priorities.

Professional Learning Communities (PLCs) will remain a foundational structure throughout the three-year vision, continuing to deepen in effectiveness and impact. Teachers, instructional coaches, and administrators will engage in ongoing collaboration focused on data analysis, root cause identification, and instructional planning. Over the three years, PLC structures will continue to strengthen cross-grade and cross-content alignment, while the inclusion of Special Education and ESL staff ensures that diverse learner needs remain central to instructional decision-making. This sustained collaborative approach is intended to build long-term collective efficacy across the district.

The district's commitment to the Response to Intervention (RTI²) framework will remain strong and will continue to develop as a key system for supporting student success. Through ongoing training, data analysis, and fidelity monitoring, schools will strengthen their ability to provide timely and effective interventions. The use of multiple data sources will continue to guide decision-making, ensuring that supports are responsive and targeted. In addition, the district will continue researching evidence-based interventions to ensure high-quality programming and to equip interventionists with effective programs designed to close gaps in reading and math. This work will also inform professional learning priorities and contribute to improved outcomes for all students.

Opportunities for advanced learners will continue to expand across the three-year period to ensure students are appropriately challenged and supported. Early literacy initiatives, enrichment programs such as the Program for Academically Talented (PAT), and academic competitions will continue to grow and evolve. At the secondary level, access to honors, Advanced Placement, dual enrollment, and Career and Technical Education (CTE) pathways will remain a sustained priority, with continued efforts over the three years to increase participation and success for all student groups. ACT preparation and college and career readiness supports will continue to be embedded across instruction to support long-term postsecondary readiness.

Technology integration and flexible learning opportunities will remain an essential part of this three-year vision. Through the district's 1:1 technology initiative, students will continue to engage in personalized digital learning. Over the three years, online learning options, including summer coursework, virtual schooling, and alternative learning pathways, will continue to expand to meet diverse student needs. Programs such as Bradley County Virtual School and the GOAL (Graduation Opportunity/Alternative Learning) Academy will continue to evolve throughout this period to provide supportive, flexible environments that promote student success.

Career and Technical Education will continue to be a growing and evolving component of the district's three-year academic vision. The PIE Innovation Center will serve as a central hub for expanding workforce development opportunities, including STEM learning, pre-apprenticeships, dual enrollment, and Work-Based Learning experiences. Over the three years, these opportunities will continue to be strengthened and aligned with workforce demands and student interests. Ongoing collaboration among Career Coaches, counselors, ESL staff, and Special Education staff will ensure equitable access and increased student participation in career pathways.

Overall, this three-year vision reflects Bradley County Schools' commitment to continuous growth, sustained excellence, and intentional improvement across all areas of the academic program. By building on existing strengths and strategically expanding practices, programs, and partnerships over time, the district will continue to create a dynamic and equitable learning environment that supports the success of every student.

Title II funds will continue to support professional development, and Title IV funds will be transferred to Title I to sustain personnel and provide high-quality instructional materials for the Title I/RTI program over the course of this three-year vision.

Safe, Supportive, and Healthy Environments

As required under ESSA Title IV, Part A §4106(d)(1)(B), describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments in all schools and how the district will meet those needs. Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in

the response:

*

- a detailed description of the district’s priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the district will implement to meet those needs over the next three years; and
- specific local, state, and federal funding sources (including Title IV, Part A) the district will utilize to provide safe, supportive, and healthy environments in schools.

Safe, Supportive, and Healthy Learning Environment - Three-Year Vision

Bradley County Schools maintains a strong and evolving three-year vision for ensuring safe, supportive, and healthy learning environments for all students and staff. This vision reflects a sustained commitment to continuous improvement, responsiveness to stakeholder needs, and intentional growth over the next three years. Through ongoing collaboration, strategic partnerships, and continuous refinement of systems and practices, the district will continue to strengthen environments where students feel safe, supported, and prepared to learn.

A key priority within this three-year vision is the continued strengthening of school safety and security systems. The district will build on its partnership with the Bradley County Sheriff's Office to maintain a consistent safety presence across all campuses. Safety measures such as School Resource Officers, visitor management procedures, identification systems, and secured building access will remain foundational and will continue to be reviewed, refined, and strengthened throughout the three-year period. Collaboration between district leadership and law enforcement, including threat assessment processes and safety drills, will remain ongoing to ensure safety practices are proactive and responsive.

Facility safety and operational effectiveness will also remain a continuous focus throughout the three-year vision. Regular inspections, preventative maintenance, and responsive reporting systems will ensure campuses remain safe and well-maintained. Data from climate surveys involving students, staff, and families will continue to guide improvements in both physical safety and overall school climate over the three-year period.

Supporting student health and well-being is a central pillar of this three-year vision and will continue to expand in both depth and accessibility. School nurses, counselors, and support staff will remain essential in providing health services, screenings, education, and emergency preparedness. Partnerships with healthcare providers and community organizations will continue to grow over the three years, increasing access to telehealth, preventive care, and wellness supports for students and staff.

The district's commitment to social-emotional well-being will continue to deepen throughout the three-year vision. Through restorative practices, expanded school-based mental health services, and increased access to counselors, social workers, and psychologists, the district will strengthen its capacity to support student emotional needs. Strategic grant funding and community partnerships will continue to support expansion of services, professional learning for staff, and early identification systems, ensuring sustained support for students over time.

Staff training and professional learning will remain a consistent priority across the three-year vision. Annual required trainings and ongoing professional development will ensure all staff are equipped to address student safety, health, and well-being needs. Training systems will continue to evolve over the three years to reflect emerging needs and best practices.

The district will also continue to promote healthy lifestyles and physical well-being throughout the three-year vision. Health education, physical activity opportunities, and wellness initiatives will remain a focus, with continued progress toward full implementation of state expectations. Classroom supports that encourage movement and engagement will continue to be refined over time to support student well-being.

Family and community engagement will remain an essential and growing component of this three-year vision. Schools will continue to expand opportunities for families to engage in meaningful school experiences and wellness-related activities. Community partnerships will continue to strengthen access to resources and services that support students and families beyond the classroom.

Overall, this three-year vision reflects Bradley County Schools' commitment to sustaining and expanding systems that ensure safe, supportive, and healthy learning environments. By intentionally building on current practices and strengthening services, partnerships, and supports over time, the district will continue to foster environments where all students and staff can thrive. Family and community engagement events will be supported through Title I funding. Title II funds will be used to support professional development, and Title IV funds will be transferred to Title I to sustain personnel and provide high-quality instructional materials for the Title I/RTI program. The Mental Health School Grant and COPS Grant, along with state and local funding, will continue to support this three-year vision for Safe, Supportive, and Healthy Learning Environments.

Integration and Effective Use of Technology in the Classroom

As required under ESSA Title IV, Part A §4106(d)(1)(C), describe the level of access that students have to technology as part of the instructional program and how the district ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the district taking to address these challenges? Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

*

- a detailed description of the level of access students have to technology across all grade bands and how the LEA intends to improve access over the next three years,
- a detailed description of how the district ensures technology is being utilized effectively by students and educators,
- a detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges, and
- specific local, state, and federal funding sources (including Title IV, Part A) that support the integration and effective use of technology.

Technology - Three-Year Vision

The Bradley County Schools Technology Department maintains a clear and intentional three-year vision focused on strengthening the use of technology across all classrooms by improving access, integration, and instructional effectiveness. Over this three-year vision, the department will continue to ensure that technology is seamlessly embedded into daily instruction while equipping both students and educators with the skills and tools needed to use it meaningfully and effectively. Through sustained planning and strategic implementation, this work will continue to evolve and expand over the full three-year period.

A major component of this three-year vision is the continued development and strengthening of infrastructure and device access. The district will continue to expand and refine its wireless infrastructure and network systems to support increased digital demand. As Bradley County Schools operates as a fully 1:1 district-with iPads in grades K-1 and Chromebooks in grades 2-12-this structure will remain foundational throughout the three-year vision. The district's technology refresh plan, currently in year three of a five-year cycle, will continue to guide long-term sustainability, ensuring devices and systems remain current, reliable, and effective throughout the entire three-year span and beyond.

Instructional and safety technology tools will also continue to grow and evolve throughout this three-year vision. Platforms such as Blocksi will remain integral for supporting both instructional monitoring and student safety, providing real-time feedback and safeguarding student activity. Data-driven instructional tools such as iReady, Quill, and RedBird will continue to support teachers in monitoring student progress and aligning instruction to standards. Over the three-year period, the district will continue to refine how these tools are used to strengthen instructional decision-making and improve student outcomes.

Professional learning will remain a critical and expanding focus of this three-year vision. The Instructional Technology Department will continue to provide ongoing in-person and virtual training to support effective technology integration in instruction. The Innovative Educator program will continue to develop teacher capacity, while instructional technology coaches will support sustained implementation of frameworks such as SAMR and emerging technologies, including artificial intelligence. As digital curriculum resources continue to expand over the three years, consistent training on the district's learning management system, Schoology, will remain a priority to ensure effective and equitable use across all schools.

Equity of access remains an important priority within this three-year vision, particularly as it relates to connectivity and infrastructure challenges. The district will continue to address barriers to reliable home internet access, especially in rural areas, through ongoing collaboration with the Bradley County Broadband Team. Over the three-year period, this work will remain focused on expanding connectivity opportunities for students and families.

Sustainability of technology systems will also remain central to the three-year vision. The district will continue to address the need for ongoing infrastructure upgrades and device maintenance in response to rapidly evolving technology. To support these efforts over the three-year period, the district will continue to pursue a combination of local funding, grant opportunities, and E-Rate support to ensure long-term sustainability and growth of technology initiatives.

Overall, this three-year vision reflects Bradley County Schools' commitment to continuously strengthening technology systems, instruction, and access. By building on current progress and intentionally expanding capacity over time, the district will continue to create innovative learning environments where technology enhances instruction, supports student achievement, and prepares all learners for future success.

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TSI, ATSI, and/or CSI School Supports

N/A Check if the district does not have at least one TSI, ATSI, and/or CSI school.

Describe how the district will support schools with a federal designation (TSI/ATSI/CSI) for the 2026-2027 school year.

The district will support schools with a federal designation (TSI/ATSI/CSI) by:

-Offering professional development aligned to improvement goals
-Assisting with data analysis to drive instruction and monitor progress
-Supporting implementation of evidence-based interventions
-Strengthening leadership through mentoring and strategic planning support

Describe the methodology the district will utilize to equitably allocate resources, (e.g. fiscal, personnel, expedite purchasing/approval process; recruitment and hiring; differentiated compensation, targeted professional development, academic opportunities, structures and programmatic) to schools with a federal designation (TSI/ATSI/CSI).

The district will implement a strategic, data-driven approach to ensure the equitable allocation of resources and targeted support for schools with a federal designation (TSI/ATSI/CSI) through:

-Needs-Based Allocation: Use multiple data sources (achievement, growth, demographics, staffing) to prioritize schools with the greatest need.
-Streamlined Operations: Expedite purchasing, hiring, and approval processes to ensure timely access to resources.
-Focused Professional Learning: Provide ongoing, job-embedded, and data-driven professional development aligned to school improvement goals.
-Continuous Monitoring & Adjustment: Regularly review impact data and adjust resource allocation to ensure effectiveness and equity.

Describe the process the district will use to monitor the selection and implementation of strategies to ensure equitable allocation of resources in schools with a federal designation (TSI/ATSI/CSI).

The district will implement a structured monitoring process to ensure effective implementation and impact of resource allocation and supports for schools with a federal designation in the following ways:

-Set Metrics: Define clear success indicators (achievement, staffing, timeliness).
-Regular Reviews: Monitor data monthly/quarterly with school leadership.
-Track Implementation: Check hiring, purchasing, and PD execution.
-Analyze Impact: Review academic outcomes and resource use.
-Adjust Supports: Reallocate resources based on data and needs.
-Report Progress: Provide concise updates to district leadership.

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Using provided, local, and other available data, district planners must conduct a thorough needs assessment that includes the identification of strengths and challenges, articulation of clear priorities, and identification of prior strategies that supported improvements and root causes that may have limited the gains experienced in the priority area.

Identified priorities will serve as the focus for goals for the three-year plan for the district and its schools. For this reason, district planners should determine what broad areas need improvement, which specific subgroups should be included, and which specific, measurable targets will be met for all students and the identified subgroups over the next three years.

Provided data can be found in the Planning folder in TNShare. Additional resources to support the district's required needs assessment include:

- Needs assessment section of the support guide
- Fishbone diagram

Data analysis must include the following required areas: ELA, math, college career readiness and/or ACT/SAT, graduation rate, and student attendance. Upon completion, identify the district's areas of overall and greatest need for improvement for the next 3 years.

	Prior strategies that have supported improvements	Root cause for slow or limited gains in the priority area

Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus area, grade bands, subgroups, etc. For any area required for analysis that is not identified for improvement, state the area and "No improvement identified." For example, Student attendance - No improvement identified.		
* ELA: Continue K-2 and 9-12 improvement and increase 3-8 TCAP, ED, and Students with Disabilities	* PLCs, Grade Level Lesson Studies, Adoption of HQIM, professional development in foundational skills and writing, station rotations	* Station rotations produced strong achievement in high school; however this strategy has not been consistently implemented in middle school.
* Math: Continue K-5 and 9-12 improvement and increase 6-8 TCAP	* PLCs, Grade Level Lesson Studies, Adoption of HQIM, district templates for lesson and unit planning	* District unit guide implementation has produced strong achievement in elementary and high school grades; however, this strategy has not been consistently implemented in middle school.

* CCR- Continue to work on increasing the number of students attaining 21 or higher on the ACT and increasing industry credential opportunities.	* ACT Task Force planning and implementation, HQIM across content areas	* ACT Task Force planning and implementation
* Student attendance- no improvement identified	* Student attendance- no improvement identified	* Student attendance- no improvement identified
* Graduation rate- no improvement identified	* Graduation rate- no improvement identified	* Graduation rate- no improvement identified

Goal 1: Grade 3 ELA (Required)

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☐ 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%.

* 70 %	of students will score proficient on the 3rd grade TCAP by	* Year 2034

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	* 3rd grade: 50% to 54% All students; 9.5% to 15% SWD; 31.5% to 35% ED	* 2027 Grade 3 ELA TCAP
2027-28	* 3rd grade: 54% to 60% All students; 15% to 20% SWD; 35% to 40% ED	* 2028 Grade 3 ELA TCAP
2028-29	* 3rd grade: 60% to 65% All students; 20% to 27% SWD; 40% to 50% ED	* 2029 Grade 3 ELA TCAP

* 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**

To improve student performance with HQIM, lesson studies, professional learning communities, unit guide adherence, and a teacher's academy will be implemented consistently across all grade levels. Each of these actions will improve HQIM implementation and increase student opportunities for engagement and learning. Lesson Study: -3rd-grade teachers -at least one lesson study cycle for each 3rd grade in each school. teachers collaboratively design lessons using adopted HQIM and aligned to state standards and assessments with high student engagement. -teachers will observe one another delivering the lessons to reduce implementation variance -lesson study concludes with reflection on student work and engagement, including adjustments to the lesson plan as needed. -district ELA coordinators facilitate lesson study to support consistency and high-quality lesson planning -principals ensure school-level scheduling conflicts do not prevent teachers from participating Professional Learning Communities (PLCs): -every 3rd-grade group meets twice per month -five E's (steps) in each PLC cycle to ensure data analysis, collaborative planning, alignment with standards and HQIM, and student work are consistently included. -parent communication, field trip planning, making copies, etc... are not part of the 5-step PLC cycle -schools may split the steps between meetings, upon which multiple PLC meetings occur before a PLC cycle is complete. -school-level instructional coaches participate in all PLC meetings -principals at all levels ensure school-wide schedules create availability for all participants. Curriculum Map Adherence -written district document stored in Google Drive -selected teachers, under the guidance of ELA coordinators, create and revise the guides for each grade level based on feedback -ELA coordinators communicate adjustments to the guides via district-wide training -Instructional coaches support communication of adjustment to the map via PLCs and faculty meetings within their buildings -principals, supervisors, and ELA coordinators check that all 3rd grade teachers follow the sequence of the map during classroom observations and walkthroughs and provide feedback accordingly Teacher's Academy -18-month professional development series required for all newly hired teachers -content-specific sessions for 3rd grade ELA teachers on HQIM implementation -content-agnostic training on classroom management, teaching with poverty in mind, and student engagement strategies	iReady Reading Diagnostic Assessment - For K-8 students, but specific attention placed on 3rd grade for the purpose of this goal and strategy -Administered three times per year by classroom teachers under the guidance of instructional coaches -Standards reports used to measure progress in specific areas - Growth reports used to measure overall improvement in percentile ranking - Results analyzed by teachers and instructional coaches in PLC cycles - Adjustments made to lesson plans based on data analysis Walk-throughs -For K-12, but specific attention placed on 3rd grade for the purpose of this goal and strategy - Walk-throughs occur in every classroom at least once per semester -Using IPGs, data is collected by instructional coaches, district coordinators, and supervisors - District data analyzed by coordinators, supervisors, and principals to determine trends -Adjustments made to professional development based on data analysis Student Work Samples -For K-12, but specific attention placed on 3rd grade for the purpose of this goal and strategy - Used in each PLC cycle (a minimum of 6 cycles per school year in 3rd grade) - Analyzed by teachers and instructional coaches using TDOE's student work analysis document -Adjustments made to Lesson Study Lesson Plan and PLC work based on data analysis	$ 262,580.00	Federal Projects Funds = $3150.00

To improve student performance through tutoring, systematic student identification, a prescriptive curriculum, professional learning, and data tracking will be implemented consistently to increase students' opportunities for engagement and learning. Systematic student identification and participation - Fall diagnostic data used to identify all 3rd grades not predicted to be proficient -During school tutoring prioritized over before- and after-school services - Minimum of two 30-minute tutoring sessions per week beginning the 2nd week of October and continuing for the duration of the school year -Tutoring pauses during TCAP administration and resumes after its completion through the end of the year Prescriptive Curriculum -Students with URS phonics and/or phonemic awareness domain of "Grade 2" or lower placed in decoding program -Students with URS phonics domain of "Grade 3" or higher. but Reading Passage Fluency Task was "below" placed in fluency program - Students with URS phonics domain of "Grade 3" or higher and Reading Passage Fluency Task was "on" or above, but Composite Comprehension level is at or below "Grade 2." placed in comprehension program -Students with URS phonics domain of "Grade 3" or higher, Reading Passage Fluency Task was "on" or above, and Composite Comprehension level is "Early Grade 3" or higher placed in program for testing strategies Professional Learning - Tutors complete Best for All training and have a certificate of completion on file at the school. -Instructional coaches provide school-level training on the Tutoring Learning Walk Tool Data Tracking -School-level reporting groups created in iReady to track growth and achievement of students in 3rd grade tutoring -School-level data meetings led by instructional coaches to ensure tutors know how to read and interpret iReady reports	iReady Reading Diagnostic Assessment - For K-8 students, but specific attention placed on 3rd graders receiving tutoring for the purpose of this goal and strategy - Administered three times per year by classroom teachers under the guidance of instructional coaches -Standards reports used to measure progress in specific areas -Growth reports used to measure overall improvement in percentile ranking -Results analyzed by tutors and instructional coaches in data meetings - Adjustments made to grouping and/or tutoring curricula based on data analysis Walk-throughs -For 3rd grade tutoring groups -Walk-throughs occur in every tutoring group at least once per semester -Using Tutoring Learning Walk Tool, data is collected by principles, instructional coaches, district coordinators, and supervisors -District data analyzed by coordinators, supervisors, and principals to determine trends -Adjustments made to tutoring implementation based on data analysis	$ 24,640.00	
		$	

Goal 2

K-12 ELA: By May 2029, Bradley County Schools will increase the percentage of students meeting or exceeding expectations in K-12 ELA outcomes for all students, economically disadvantaged students, and students with disabilities.

K-2 scoring at or above the national norm:

K: 73% to 79%
1st: 57% to 63%
2nd: 48% to 54%

Meets or Exceeds on the ELA TCAP/EOC:

3rd - 5th grade:
49.4% to 54.4% All students;
7.5% to 13.5% SWD;
31.8% to 37.8% ED

6th - 8th grade:
34.9% to 40.1% All students;
10.1% to 16.1% SWD;
21.2% to 27.2% ED

English I:
46.9% to 59% All students;
6.7% to 10% SWD;
30.8% to 34% ED

English II:
60.1% to 63.8% All students;
11.9% to 17.9% SWD;
34% to 40% ED

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	* K: 73% to 75% 1st: 57% to 59% 2nd: 48% to 50% 3rd - 5th grade: 49.4% to 50.3% All students; 7.5% to 9.5% SWD; 31.8% to 33.8% ED 6th - 8th grade: 34.9% to 36.1% All students; 10.1% to 12.1% SWD; 21.2% to 23.2% ED English I: 46.9% to 50% All students; 6.7% to 10% SWD; 30.8% to 34% ED English II: 60.1% to 63.8% All students; 11.9% to 13.9% SWD; 34% to 36% ED	* K-2 - Universal Reading Screener (iReady Reading Diagnostic) 3-8, English 1 & 2 - ELA TCAP/EOC
2027-28	* K: 75% to 77% 1st: 59% to 61% 2nd: 50% to 52% 3rd - 5th grade: 50.3% to 52.3% All students; 9.5% to 11.5% SWD; 33.8% to 35.8% ED 6th - 8th grade: 36.1% to 38.1% All students; 12.1% to 14.1% SWD; 23.2% to 25.2% ED English I: 50% to 56% All students; 9.1% to 11.1% SWD; 25% to 27% ED English II: 59.8% to 61.8% All students; 13.9% to 15.9% SWD; 36% to 38% ED	* K-2 - Universal Reading Screener (iReady Reading Diagnostic) 3-8, English 1 & 2 - ELA TCAP/EOC
2028-29	* K: 77% to 79% 1st: 61% to 63% 2nd: 52% to 54% 3rd - 5th grade: 52.3% to 54.3% All students; 11.5% to 13.5% SWD; 35.8% to 37.8% ED 6th - 8th grade: 38.1% to 40.1% All students; 14.1% to 16.1% SWD; 25.2% to 27.2% ED English I: 56% to 59% All students; 11.1% to 13.1% SWD; 27% to 29% ED English II: 61.8% to 63.8% All students; 15.9% to 17.9% SWD; 38% to 40% ED	* K-2 - Universal Reading Screener (iReady Reading Diagnostic) 3-8, English 1 & 2 - ELA TCAP/EOC

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**
		$ 9,000.00	Federal Projects Funds: $43,916

To improve student performance with HQIM, lesson studies, professional learning communities, curriculum map adherence, and a teacher's academy will be consistently implemented in all grade levels. Additionally, 6-12 will implement station rotations. Each of these actions will improve HQIM implementation and increase student opportunities for engagement and learning. Lesson Study: -every grade level -at least one lesson study cycle per school year. -teachers collaboratively design lessons using adopted HQIM and aligned to state standards and assessments with high student engagement. -teachers will observe one another delivering the lessons to reduce implementation variance -lesson study concludes with reflection on student work and engagement, including adjustments to the lesson plan as needed. -district ELA coordinators facilitate lesson study to support consistency and high-quality lesson planning -principals ensure school-level scheduling conflicts do not prevent teachers from participating Professional Learning Communities (PLCs): -elementary school - every grade level meets twice per month -middle school - every grade level meets twice per month -high school - grade levels meet three times in the first semester and once in the second semester. -five E's (steps) in each PLC cycle to ensure data analysis, collaborative planning, alignment with standards and HQIM, and student work are consistently included. -parent communication, field trip planning, making copies, etc... are not part of the 5-step PLC cycle -elementary and middle schools may split the steps between meetings, upon which multiple PLC meetings occur before a PLC cycle is complete. -high schools complete four of the five steps in each of their meetings, with step five starting the next meeting. -school-level instructional coaches participate in all PLC meetings, with middle and high school PLC leaders serving as facilitators alongside secondary instructional coaches. -principals at all levels ensure school-wide schedules create availability for all participants. Curriculum Map Adherence -written district document stored in Google Drive -selected teachers, under the guidance of ELA coordinators, create the map -ELA coordinators make adjustments to the map based on feedback -teachers, principals, and instructional coaches trained on reading and implementing the document -training includes reasons for decisions made in writing the document, with credit given to teachers who contributed to the process -principals, supervisors, and ELA coordinators check that all ELA teachers follow the sequence of the map during classroom observations and walkthroughs and provide feedback accordingly Teacher's Academy -18-month professional development series required for all newly hired teachers -content-specific sessions for ELA teachers on HQIM implementation -content-agnostic training on classroom management, teaching with poverty in mind, and student engagement strategies Station Rotation -6-12 ELA teachers implement station rotations twice each week -stations include activities aligned with HQIM, grade-level state standards, and assessments -collaboration on station activities will be incorporated into PLCs -district curriculum maps will include recommended station activities for each unit.	iReady Reading Diagnostic Assessment -For K-8 students -Administered three times per year by classroom teachers under the guidance of instructional coaches -Standards reports used to measure progress in specific areas -Growth reports used to measure overall improvement in percentile ranking -Results analyzed by teachers and instructional coaches in PLC cycles -Adjustments made to lesson plans based on data analysis Performance Matters ELA Common Assessment -For 9-12 students -Administered three times per semester by classroom teachers under the guidance of instructional coaches -Item Analysis report used to measure progress on specific standards -Growth report used to measure overall improvement -Results analyzed by teachers and instructional coaches in PLC cycles -Adjustments made to lesson plans based on data analysis Walk-throughs -For K-12 -Walk-throughs occur in every classroom at least once per semester -Using IPGs, data is collected by instructional coaches, district coordinators, and supervisors -District data analyzed by coordinators, supervisors, and principals to determine trends -Adjustments made to professional development based on data analysis Student Work Samples -For K-12 -Used in each PLC cycle (minimum of 6 times per year in K-8 & 4 times per year in 9-12) -Analyzed by teachers and instructional coaches using TDOE's student work analysis document -Adjustments made to Lesson Study Lesson Plan and PLC work based on data analysis		
To boost student performance for those requiring support beyond Tier I Reading, the district will focus on the consistent and effective use of accommodations (aligned to IEPs, ILPs, and ILP-Ds), targeted professional development in high-leverage instructional practices, and maximizing the effectiveness of interventions. Together, these efforts will strengthen support for students in Beyond Tier I	iReady Reading Diagnostic Assessment -For K-8 students -Administered three times per year by classroom teachers under the guidance of instructional coaches -For	$	

settings, close learning gaps, and ensure equitable access to reading grade-level content. Accommodations: -K-12 general education teachers dedicate one monthly PLC session to exploring and implementing a specific "accommodation of the month." -K-8 special education teachers will participate in at least one monthly PLC for a grade level they impact to incorporate an accommodations focus and the collaborative protocol. -9-12 special education teachers will participate in at least two PLC's for the school year for a subject they impact to incorporate an accommodation focus and the collaborative protocol. -Walk throughs will be conducted once per semester for every grade level to observe accommodations in instruction -Ensure alignment of accommodations with student plans (IEP, ILP, ILP-D) -Utilize district-provided tools to guide observation and feedback -Provide timely, specific, and actionable feedback to teachers Professional Development for High Leverage Practices: -The district will provide training twice per semester for K-12 principals regarding high leverage practices for academically high risk students. -K-12 School level leadership will subsequently train school staff regarding the high leverage practices twice per semester. -Direct feedback from walk throughs and observations will be given to teachers upon implementation of the high leverage practices. -Data collection from a district data tool will be utilized during fall/spring semester walk through (combined with accommodation walk through) to see practices in the classroom -The district will provide targeted professional development for identified intervention personnel for K-12. Maximizing the effectiveness of interventions: RTI Reading Interventions (Tier II and III) -students may be identified in grades K-10 -select and utilize programs that are research-backed and have demonstrated success in accelerating student growth -tier II students = 4 days per week for a minimum of 30 minutes each session -tier III students = 5 days per week for a minimum of 45 minutes each session -trained interventionists will provide tiered instruction -district coordinators will monitor intervention through regular fidelity checks (minimum of 2 per each semester) -coordinators and building level coordinators (BLC's) will adjust instructional approaches based on fidelity data to maximize effectiveness -district coordinators and/or program consultants will train and provide support for teachers and interventionists on evidence-based strategies, program components, and data analysis -BLCs will convene a collaborative problem-solving team at least four times per semester-including teachers, interventionists, and administrators-to review student data (progress monitoring, benchmark assessments, and classroom performance) and make informed decisions about student learning plans, groupings, and the intensity of interventions. -BLCs will maintain and utilize a digital tracking system to document student progress, interventions, and adjustments; schedule check-ins; record fidelity observations; and capture student outcomes -district supervisor, in collaboration with coordinators, will use data to guide professional development, allocate resources, and inform decisions related to Tier II and Tier III supports SPED Interventions (Tier IV): -K-12 school leadership will prioritize interventions to ensure fidelity in occurrence by determining the contributing factors for missed interventions. -Data teams collaborate each quarter to improve outcomes for at risk students, and interventions adjusted accordingly. -Student data tracking systems are stored digitally and in hard copy maintained by the instructional coaches and title one teacher. -Fidelity checks by district level personnel for K-12 interventions will be conducted twice a semester.	K-5 students, decile charts will be completed to include iReady reading results for measuring growth of -Tier II and III students -Results analyzed by BLC's and classroom teachers in data team meetings Performance Matters ELA Common Assessment -For 9-10 students -Administered three times per semester by classroom teachers under the guidance of instructional coaches -Item Analysis report used to measure progress on specific standards -Growth report used to measure overall improvement -Results analyzed by BLC's and teachers in data team meetings -Adjustments made by BLC's and interventionist to lesson plans based on data analysis Walk-throughs/Fidelity Checks -For K-10 -Walk-throughs by school and district level staff will occur in every classroom once per semester for measuring accommodations -Walkthrough data will be conducted once per semester by the school and district level staff for measuring professional development implementation -Walkthrough data will be examined and feedback provided to school leadership and teachers -Fidelity checks occur in every Tier II and III intervention at least twice per semester -Fidelity checklist data will be used by BLCs, district coordinators, and supervisors to monitor progress, evaluate program impact, and make informed decisions about student supports. -District data analyzed by coordinators and supervisor, and shared with principals to determine trends -Adjustments made to professional development based on data analysis Teacher attendance taken during interventions will be analyzed by district staff for fidelity in occurrence. Regular intervention interference will be examined to determine root cause and a plan created with school leadership.		

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Goal 3

K-12 Math: By May 2029, Bradley County Schools will increase the percentage of students meeting or exceeding expectations in K-12 Math outcomes for all students, economically disadvantaged students, and students with disabilities.

K-2 scoring at or above the national norm:

K: 38% to 44%
1st: 19% to 25%
2nd: 14% to 20%

Meets or Exceeds on the Math TCAP/EOC:

3rd - 5th grade:
47.8% to 54.8% All students;
10.3% to 16.3% SWD;
31.9% to 37.9% ED

6th - 8th grade:
41.6% to 47.2% All students;
10.1% to 16.1% SWD;
21.2% to 27.2% ED

Math I:
40.9% to 44.6% All students;
5.5% to 11.5% SWD;
22.8% to 28.8% ED

Math II:
41.5% to 47.8% All students;
4.6% to 10.6% SWD;
32.6% to 38.6% ED

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	* K: 38% to 40% 1st: 19-% to 21% 2nd: 14% to 16% 3rd - 5th grade: 47.8% to 50.8% All students; 10.3% to 12.3% SWD; 31.9% to 33.9% ED 6th - 8th grade: 41.6% to 43.2% All students; 10.1% to 12.1% SWD; 21.2% to 23.2% ED Math I: 40.9% to 40.6% All students; 5.5% to 7.5% SWD; 22.8% to 24.8% ED Math II: 41.5% to 43.8% All students; 4.6% to 6.6% SWD; 32.6-% to 34.6% ED	* K-2 - iReady Math Diagnostic 3-8, Math 1 & 2 - Math TCAP/EOC
2027-28	* K: 40% to 42% 1st: 21% to 23% 2nd: 16% to 18% 3rd - 5th grade: 50.8% to 52.8% All students; 12.3% to 14.3% SWD; 33.9% to 35.9% ED 6th - 8th grade: 43.2% to 45.2% All students; 12.1% to 14.1% SWD; 23.2-% to 25.2% ED Math I: 40.6% to 42.6% All students; 7.5% to 9.5% SWD; 24.8% to 26.8% ED Math II: 43.8% to 45.8% All students; 6.6-% to 8.6% SWD; 34.6% to 36.6% ED	* K-2 - iReady Math Diagnostic 3-8, Math 1 & 2 - Math TCAP/EOC
2028-29	* K: 42% to 44% 1st: 23% to 25% 2nd: 18% to 20% 3rd - 5th grade: 52.8% to 54.8% All students; 14.3% to 16.3% SWD; 35.9% to 37.9% ED 6th - 8th grade: 45.2% to 47.2% All students; 14.1% to 16.1% SWD; 23.2% to 25.2% ED Math I: 42.6% to 44.6% All students; 9.5% to 11.5% SWD; 26.8% to 28.8% ED Math II: 45.8% to 47.8% All students; 8.6% to 10.6% SWD; 36.6% to 38.6% ED	* K-2 - iReady Math Diagnostic 3-8, Math 1 & 2 - Math TCAP/EOC

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**
		$ 0.00	Federal Projects Funds - $28,990

To improve student performance with HQIM, lesson studies, professional learning communities, unit guide adherence, and a teacher's academy will be implemented consistently across all grade levels. Each of these actions will improve HQIM implementation and increase student opportunities for engagement and learning. Lesson Study: -every grade level -at least one lesson study cycle per school year. teachers collaboratively design lessons using adopted HQIM and aligned to state standards and assessments with high student engagement. -teachers will observe one another delivering the lessons to reduce implementation variance -lesson study concludes with reflection on student work and engagement, including adjustments to the lesson plan as needed. -district Math coordinators facilitate lesson study to support consistency and high-quality lesson planning -principals ensure school-level scheduling conflicts do not prevent teachers from participating Professional Learning Communities (PLCs): -elementary school - every grade level meets twice per month -middle school - every grade level meets twice per month -high school - grade levels meet three times in the first semester and once in the second semester. -five E's (steps) in each PLC cycle to ensure data analysis, collaborative planning, alignment with standards and HQIM, and student work are consistently included. -parent communication, field trip planning, making copies, etc... are not part of the 5-step PLC cycle - elementary and middle schools may split the steps between meetings, upon which multiple PLC meetings occur before a PLC cycle is complete. -high schools complete four of the five steps in each of their meetings, with step five starting the next meeting. -school-level instructional coaches participate in all PLC meetings, with middle and high school PLC leaders serving as facilitators alongside secondary instructional coaches. -principals at all levels ensure school-wide schedules create availability for all participants. Unit Guide Adherence -written district document stored in Google Drive -selected teachers, under the guidance of Math coordinators, create and revise the guides for each grade level based on feedback -math coordinators communicate adjustments to the guides and direct school-level Math Teacher Leaders in facilitating understanding and adherence within their buildings - math coordinators facilitate teachers, principals, and instructional coaches learning how to read and interpret the guides. -training includes reasons for decisions made in writing the guides, with credit given to teachers who contributed to the process -principals, supervisors, and Math coordinators check that all Math teachers follow the sequence of the guides during classroom observations and walkthroughs and provide feedback accordingly Teacher's Academy -18-month professional development series required for all newly hired teachers -content-specific sessions for Math teachers on HQIM implementation -content-agnostic training on classroom management, teaching with poverty in mind, and student engagement strategies	iReady Reading Diagnostic Assessment - For K-8 students -Administered three times per year by classroom teachers under the guidance of instructional coaches - Standards reports used to measure progress in specific areas -Growth reports used to measure overall improvement in percentile ranking -Results analyzed by teachers and instructional coaches in PLC cycles -Adjustments made to lesson plans based on data analysis Performance Matters Math Common Assessment -For 9-12 students -Administered three times per semester by classroom teachers under the guidance of instructional coaches -Item Analysis report used to measure progress on specific standards -Growth report used to measure overall improvement -Results analyzed by teachers and instructional coaches in PLC cycles -Adjustments made to lesson plans based on data analysis Walk-throughs -For K-12 -Walk-throughs occur in every classroom at least once per semester -Using IPGs, data is collected by instructional coaches, district coordinators, and supervisors -District data analyzed by coordinators, supervisors, and principles to determine trends -Adjustments made to professional development based on data analysis Student Work Samples -For K-12 - Used in each PLC cycle (minimum of 4 in math per school year) -Analyzed by teachers and instructional coaches using TDOE's student work analysis document - Adjustments made to Lesson Study Lesson Plan and PLC work based on data analysis		

To boost student performance for those requiring support beyond Tier I math, the district will focus on the consistent and effective use of accommodations (aligned to IEPs, ILPs, and ILP-Ds), targeted professional development in high-leverage instructional practices, and maximizing the effectiveness of interventions. Together, these efforts will strengthen support for students in Beyond Tier I settings, close learning gaps, and ensure equitable access to math grade-level content. Maximizing the effectiveness of math interventions: RTI Interventions (Tier II and III) -students may be identified in grades K-10 -select and implement research-based programs with a proven track record of accelerating student growth, including the rollout of Math 180 for middle school students in grades 6-8. -tier II students = 4 days per week for a minimum of 30 minutes each session -tier III students = 5 days per week for a minimum of 45 minutes each session -trained interventionists will provide tiered instruction -district coordinators will monitor intervention through regular fidelity checks (minimum of 2 per each semester) -coordinators and building level coordinators (BLC's) will adjust instructional approaches based on fidelity data to maximize effectiveness -district coordinators and/or program consultants will train and provide support for teachers and interventionists on evidence-based strategies, program components, and data analysis -BLCs will convene a collaborative problem-solving team at least four times per semester-including teachers, interventionists, and administrators-to review student data (progress monitoring, benchmark assessments, and classroom performance) and make informed decisions about student learning plans, groupings, and the intensity of interventions. -BLCs will maintain and utilize a digital tracking system to document student progress, interventions, and adjustments; schedule check-ins; record fidelity observations; and capture student outcomes -district supervisor, in collaboration with coordinators, will use data to guide professional development, allocate resources, and inform decisions related to Tier II and Tier III supports	iReady Reading Diagnostic Assessment: -For K-8 students -Administered three times per year by classroom teachers under the guidance of instructional coaches For K-5 students, decile charts will be completed to include iReady reading results for measuring growth of Tier II and III students -Results analyzed by BLC's and classroom teachers in data team meetings -Walk-throughs/Fidelity Checks -For K-10 -Walk-throughs by school and district level staff will occur in every classroom once per semester for measuring accommodations -Walkthrough data will be conducted once per semester by the school and district level staff for measuring professional development implementation -Walkthrough data will be examined and feedback provided to school leadership and teachers -Fidelity checks occur in every Tier II and III intervention at least twice per semester -Fidelity checklist data will be used by BLCs, district coordinators, and supervisors to monitor progress, evaluate program impact, and make informed decisions about student supports. -District data analyzed by coordinators and supervisor, and shared with principals to determine trends -Adjustments made to professional development based on data analysis Performance Matters Math Common Assessment: -For 9-12 students -Administered three times per semester by classroom teachers under the guidance of instructional coaches -Item Analysis report used to measure progress on specific standards -Growth report used to measure overall improvement -Results analyzed by BLC's and teachers in data team meeting -Adjustments made by BLC's and interventionists to lesson plans based on data analysis	$ 29,344.00	
		$	

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☐ This goal not established.

Goal 4

By 2029, Bradley County Schools will increase the percentage of students meeting the College and Career Readiness benchmark of 21 ACT (improving percentages meeting the benchmark for all students, BHN, and SWD) or a combination of ASVAB, EPSO attainment, and/or industry certifications, and maintain or improve the percentage of students meeting federal graduation eligibility requirements and Work-Based Learning.

Increase the % of students meeting the ACT 21 Benchmark
All students from 35.2 to 39.2%
BHN from 18.3 to 23%
SWD from 6.8 to 10%

Maintain above the TN state average or improve the Federal Graduation Rate
All students: 97.6
BHN: 95.3
ED: 94.8
ELL: 88.5
SWD 92.8

Maintain above the TN state average or improve the % of students meeting College Career Readiness
All students: 75.7
BHN: 62.5
ED: 61
ELL: 42.3
SWD: 43.5

Maintain above the TN state average or improve the % of students completing WBL
All students: 60

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	* Increase the % of students meeting the ACT 21 Benchmark All students: 36.5 BHN: 19.9 SWD: 7.9 Maintain above the TN state average or improve the Federal Graduation Rate All students: 97.6 BHN: 95.3 ED: 94.8 ELL: 88.5 SWD 92.8 Maintain above the TN state average or improve the % of students meeting College Career Readiness All students: 75.7 BHN: 62.5 ED: 61 ELL: 42.3 SWD: 43.5 Maintain above the TN state average or improve the % of students completing WBL All students: 60	* ACT Reports Federal Graduation Files CCR Files Perkins CIP files
2027-28	* Increase the % of students meeting the ACT 21 Benchmark All students: 37.9 BHN: 21.4 SWD:8.9 Maintain above the TN state average or improve the Federal Graduation Rate All students: 97.6 BHN: 95.3 ED: 94.8 ELL: 88.5 SWD 92.8 Maintain above the TN state average or improve the % of students meeting College Career Readiness All students: 75.7 BHN: 62.5 ED: 61 ELL: 42.3 SWD: 43.5 Maintain above the TN state average or improve the % of students completing WBL All students: 60	* ACT Reports Federal Graduation Files CCR Files Perkins CIP files
2028-29	* Increase the % of students meeting the ACT 21 Benchmark All students current: 39.2 BHN: 23 SWD:10 Maintain above the TN state average or improve the Federal Graduation Rate All students: 97.6 BHN: 95.3 ED: 94.8 ELL: 88.5 SWD 92.8 Maintain above the TN state average or improve the % of students meeting College Career Readiness All students: 75.7 BHN: 62.5 ED: 61 ELL: 42.3 SWD: 43.5 Maintain above the TN state average or improve the % of students completing WBL All students: 60	* ACT Reports Federal Graduation Files CCR Files Perkins CIP files

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**
		$ 13,100.00	Federal Projects Funds - $28,990

ACT Skill Content Integration By leveraging the content and pedagogical expertise of secondary core teachers, students will increase the content knowledge needed to earn a 21 or higher on the ACT composite. The following structures are in place to maximize the district's investment in teachers. Lesson Study: - Implemented at every grade level. - at least one lesson study cycle per school year. - Teachers collaboratively design lessons using adopted HQIM and align them with state standards and assessments, with high student engagement. - Teachers will observe one another as they deliver lessons to reduce implementation variance - Lesson study concludes with reflection on student work and engagement, including adjustments to the lesson plan as needed. - District ELA & Math coordinators facilitate lesson study to support consistency and high-quality lesson planning. - Principals ensure school-level scheduling conflicts do not prevent teachers from participating. Professional Learning Communities (PLCs): - elementary school - every grade level meets twice per month - middle school - every grade level meets twice per month - high school - grade levels meet three times in the first semester and once in the second semester. - Five E's (steps) in each PLC cycle to ensure data analysis, collaborative planning, alignment with standards and HQIM, and student work are consistently included. - Parent communication, field trip planning, making copies, etc, are not part of the 5-step PLC cycle - Elementary and middle schools may split the steps between meetings, with multiple PLC meetings occurring before a PLC cycle is complete. - High schools complete four of the five steps at each meeting, with step five starting the next meeting. - School-level instructional coaches participate in all PLC meetings, with middle and high school PLC leaders serving as facilitators alongside secondary instructional coaches. - Principals at all levels ensure school-wide schedules create availability for all participants. Curriculum Map Adherence - Written district document stored in Google Drive - Selected teachers, under the guidance of ELA & Math coordinators, create the map - ELA & Math coordinators make adjustments to the map based on feedback - teachers, principals, and instructional coaches trained on reading and implementing the document - Training includes reasons for decisions made in writing the document, with credit given to teachers who contributed to the process - Principals, supervisors, ELA & Math coordinators check that all ELA & Math teachers follow the sequence of the map during classroom observations and walkthroughs, and provide feedback accordingly. Teacher's Academy - 18-month professional development series required for all newly hired teachers - Content-specific sessions for ELA and Math teachers on HQIM implementation - Content-agnostic training on classroom management, teaching with poverty in mind, and student engagement strategies Station Rotation/Small Group - 6-12 ELA teachers implement station rotations twice each week - K-12 Math teachers implement small group instruction and stations daily - Stations include activities aligned with HQIM, grade-level state standards, and assessments - Collaboration on station activities will be incorporated into PLCs	iReady Reading and Math Diagnostic Assessment -For K-8 students - Administered three times per year by classroom teachers under the guidance of instructional coaches - Standards reports used to measure progress in specific areas -Growth reports used to measure overall improvement in percentile ranking - Results analyzed by teachers and instructional coaches in PLC cycles - Adjustments made to lesson plans based on data analysis Performance Matters Math & ELA Common Assessment -For 9-12 students - Administered three times per semester by classroom teachers under the guidance of instructional coaches -Item Analysis report used to measure progress on specific standards -Growth report used to measure overall improvement - Results analyzed by teachers and instructional coaches in PLC cycles - Adjustments made to lesson plans based on data analysis -For K-12 - Walk-throughs occur in every classroom at least once per semester -Using IPGs, data is collected by instructional coaches, district coordinators, and supervisors -District data analyzed by coordinators, supervisors, and principals to determine trends -Adjustments made to professional development based on data analysis Student Work Samples -For K-12 -Used in each PLC cycle -Analyzed by teachers and instructional coaches using TDOE's student work analysis document - Adjustments made to the Lesson Study Lesson Plan and PLC work based on data analysis		

High School ACT Task Force Bradley County Schools has established an ACT Task Force to create a structured, districtwide system of ACT preparation that ensures all students receive consistent, high-quality instruction aligned to the demands of the assessment. The work includes: - A team of teachers certified through the ACT Instructional Mastery Content Trainings in English, Reading, Math, and Science prior to developing the district lesson series. - Development of ACT instructional lesson series (Series 1, Series 2, and Series 3), building on the first five district-created introductory lessons, teachers created 20 additional lessons per series (5 per content discipline), including: Strategy-focused instruction and guided practice, and short, timed miniature practice assessments - Development of a structured freshman ACT readiness series to build foundational math and English skills, including fall content review lessons and spring student testimonial presentations to increase relevance and motivation. - Formal review and approval of all lessons to ensure quality, alignment, and consistency prior to district rollout. - School Level Teams design and implement "Ramp Up Week" activities prior to ACT testing, focused on awareness, motivation, strategy reinforcement, and schoolwide support of juniors. - Communication and engagement efforts with families and school staff to increase shared ownership of student success. - Ongoing monitoring of school-level implementation and revision of materials as needed. This work establishes a vertically aligned, multi-year ACT preparation framework that begins in 9th grade and intensifies through 11th grade. Improvement will occur through structured development, implementation, and monitoring of an ACT framework. Key implementation details include: 1. Lesson Development - ACT Task Force creates/updates structured lesson series annually. - Lessons are intentionally designed to be under 10 minutes to support consistent integration into advisory or instructional blocks. - Speaker notes and printable resources are included to ensure clarity and accessibility. - All lessons are reviewed and approved prior to implementation to maintain quality and alignment. 2. Vertical Alignment - Freshman Series: Focused on foundational math and English skills and building relevance through peer testimonials. 10th-12th Grade Series: Strategy instruction, timed practice, and content reinforcement aligned to ACT structure. Annual refinement based on feedback and results. 3. Ramp Up Week Implementation Required schoolwide participation. Daily structured ACT lessons. Additional study opportunities outside the school day (ACT Boot Camp) Family communication explaining the purpose and logistics of the test. Schoolwide encouragement and recognition efforts. Attention to physical, social, and emotional readiness (breakfast, movement, encouragement). 4. Monitoring & Revision Tracking lesson completion. Monitoring student participation in Ramp Up Week. Reviewing ACT performance data. Revising lessons annually based on student outcomes and educator feedback. This structured, repeatable cycle ensures sustainability rather than one-time improvement efforts.	Implementation Fidelity -Percentage of ACT lessons delivered as designed across all high schools -Weekly Lesson tracking logs, walkthrough checklists. -All ACT Task Force lessons completed with fidelity, confirmed through classroom walkthroughs conducted by school admin and District Task Force Leaders. Student Engagement - Student participation in ACT Ramp Up Week / ACT Boot Camp activities -Activity attendance logs for Ramp Up Week/ACT Boot Camp - at a minimum, conducted in the spring before Junior ACT Test. -At least 10% of the target grade level participates in ACT Boot Camp. Teacher Capacity & Confidence -Teacher confidence in delivering ACT strategy instruction. - End-of-year educator ACT Task Force survey. -Teachers' report confidence and readiness in the educator survey.	$ 0.00	

Kindergarten to Job Career Development Model Implement a cohesive Kindergarten-to-Job Career Development Model that aligns innovative programming across all grade bands to build college and career readiness, expand access to EPSO and industry certification pathways, and participation in Work-Based Learning. HIgh School -Conduct annual reviews of elective focus areas and CTE Programs of Study to identify opportunities to expand and refine CTE pathways, ensuring each leads to College and Career Readiness attainment. -Utilize HQIM, aligned test preparation modules, and practice assessments to support the successful completion of EPSO coursework and industry certifications within CTE Programs of Study. -Communicate eligibility and processes for advanced coursework to include dual enrollment courses, local dual credit courses, AP courses, TVEC (Tennessee Valley Early College), PIE capstone, and CTE Program of Study courses, and industry certifications. -Communicate eligibility and pathways for advanced coursework and credentials using PLCs, parent outreach, career advising, and CTE promotional resources. -Deliver ongoing, research-based professional development through PLCs, industry training, and state conferences to support student achievement of CCR and graduation goals. -Work-Based Learning Leads provide PD twice per year, review and refine WBL industry credentials and portfolios every semester. K-12 Exposure, Exploration, Immersion -Expand K-12 STEM and PBL initiatives through professional development opportunities, collaborative supports, hands-on resources, competitive events, and computer science opportunities. -Implement the K-12 continuum of career development with early exposure, middle school exploration, and high school immersion through hands-on experiences, career assessments, and work-based learning opportunities. -Identify at-risk students and provide targeted supports, including credit recovery and tutoring, through collaboration with graduation coaches and support staff.	High School Initiatives: -Review the number of IC, DE, and LDC offered vs. attained annually. -Budget records and completed preparation materials. -Class Walk-throughs -Open House and Programming Nights, Programs Guides, Course Catalogs, and Career Guides -Evaluate PLC logs and SSQI notebooks, -Semi-annually review WBL documentation K-12 Evaluate event participation, accomplishments, and surveys: - Elementary Exposure: Junior Achievement BizTown, STEM in the Gym, CEF You Be the Chemist Challenge, PIE-to-Go STEM Bus, guest speakers, and career days. -Middle School Exploration: Major Clarity (interest, skills, and aptitude assessment) and Career Portfolio, career days, CEF, You Be the Chemist Challenge, high-school credit-bearing classes. -High School Immersion: Job Shadowing, Apprenticeships, Paid and Non-paid Internships, Clinical Internships, Cooperative Education, and employability skills industry credentials. -Credit Checks and Advisory Activities throughout each semester.	$ 180,196.54	Perkins $162,866.02