

[G 1] K-12 ELA

By spring 2021, we will increase the percentage of students scoring on track or mastered in ELA.

Performance Measure

Increase the percentage of students who are proficient from 83.7% to 84.7% on the district-wide, standards-aligned Kindergarten Spring ELA assessment in 2021. Increase the percentage of students who are proficient from 71.4% to 73.2% on the district-wide, standards-aligned 1st grade Spring ELA assessment in 2021. Increase the percentage of students who are on track or mastered from 46% to 49.4% on TNReady for 2nd grade ELA in 2021. Increase the percentage of students who are on track or mastered from 52.3% to 55.3% on TNReady for grades 3-5 ELA in 2021. Increase the percentage of students who are on track or mastered from 39.4% to 43.2% on TNReady for grades 6-8 ELA in 2021. Increase the percentage of students who are on track or mastered from 45.8% to 49.2% on TNReady for grades 9-12 English in 2021.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Maintain Read To Be Ready and Learn Zillion curriculum units in 3-9 Continuing the use of high-quality Learn Zillion unit materials in grades 3-9 will ensure that all students have access to the resources and practices they need to be proficient. Continuing to fund early literacy coaches and ensuring they spend 60% of their time training teachers will emphasize the importance of early literacy instruction.</p> <p>Benchmark Indicator Leader professional learning to support teacher instructional practice: BCS partnered with Instruction Partners to conduct virtual learning hours centered around Looking At Student Work (LASW) protocol. Our Literacy Specialist will be responsible for continuing this work in grades 3-9. Learn Zillion One Drive unit check: The One Drive houses all the materials that have been purchased for each unit. The organization of the units will be adjusted based on teacher feedback. This monitoring and adjusting of materials will be conducted by the Literacy Specialist. Student work</p>	<p>[A 1.1.1] Refining Instructional Practice Engaging leaders to use the "Looking at Student Work" protocol as a guide to provide specific actionable feedback to teachers. Providing professional development around planning and facilitation of aligned student tasks.</p>	<p>Amy O'Bryan (PD & Evaluation Supervisor); Kristy Ford (Instructional Supervisor); Teaching & Learning Team</p>	<p>04/30/2021</p>		

<p>aligns to the expectations of the standards: Student work collected for review during PLCs and observations will use the LASW protocol to see if teachers are implementing the tasks “as is” or modifying in ways that might not meet the standards. Read To Be Ready resources: The Read To Be Ready district site will continue to house all materials.</p>					
	<p>[A 1.1.2] Planning for and facilitating ongoing professional learning for teachers related to instructional materials based on core action steps Engage teachers in modeled use of "Looking at Student Work" protocol to deepen understanding of the Learn Zillion materials Engage administrators in walk-throughs and data reflections that produce action steps</p>	<p>Amy O'Bryan (PD & Evaluation Supervisor); Kristy Ford (Instructional Supervisor); Teaching & Learning Team; Instructional Facilitators</p>	<p>04/30/2021</p>		
	<p>[A 1.1.3] Ensure teachers have the content knowledge to provide high quality instruction Student work will be collected and reviewed in regard to standards alignment and appropriate rigor. Customized professional development will be provided based on the data. Weekly communication related to pacing and strategies will be shared.</p>	<p>Dr. Lee-Ann Kight (Director of Teaching & Learning); Kristy Ford (Instructional Supervisor); Instructional Facilitators; Building Level Administrators; Read To Be Ready Coaches</p>	<p>05/21/2021</p>		
<p>[S 1.2] Provide instructional feedback by conducting literacy walk-throughs Instruction Partners has been a partner with BCS since the 2017 school year. The partnership began</p>	<p>[A 1.2.1] Engage teachers and building level administrators in professional learning. Analyzing student work aligned to standards will be modeled using student work samples beginning in</p>	<p>Dr. Lee-Ann Kight (Director of Teaching & Learning); Amy</p>	<p>05/21/2021</p>		

<p>with an emphasis in high school with literacy walk throughs. 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. While Instruction Partners worked with grades 3-5, the Teaching and Learning Team continued walk throughs in 6-12 using the Instruction Partners model. The Teaching and Learning team will continue walk throughs 3-12.</p> <p>Benchmark Indicator</p> <p>Analyzing student work based on the Looking at Student Work protocol: A professional learning session will be held for teachers during district in-service in August focusing on analyzing student work aligned to standards. Instructional walk throughs: Walk throughs will regularly be held between administrators and district staff to gain understanding of district needs based on instructional practices. Instructional support options: Data gained from the above mentioned walk throughs will be shared with school administrative teams. Support options will be discussed and agreed upon as an administrative and district team.</p>	<p>August and extending throughout the year during PLCs. Teachers will use the professional learning opportunities to revise their lessons based on instructional best practices. Boot camps will be created and offered for educators to identify, refine, and create well-aligned student work tasks.</p>	<p>O'Bryan (PD & Evaluation Supervisor); Kristy Ford (Instructional Supervisor); Instructional Facilitators</p>			
	<p>[A 1.2.2] Conduct Literacy walk throughs with building level administrators to ensure instruction and student work align with the expectations of the standards.</p> <p>Literacy Walk Throughs with grades 3-12. Feedback will include a data debrief with support options based on findings from the IPG. Principals will use the data to set ELA instructional goals for grades 3-12.</p>	<p>Dr. Lee-Ann Kight (Director of Teaching & Learning); Amy O'Bryan (PD & Evaluation Supervisor); Teaching & Learning Team; Principals</p>	<p>04/30/2021</p>		

<p>[S 1.3] Continue implementation of aligned, high-quality classroom level assessments. Limited assessments have been organized to support the teacher and student resources.</p> <p>Benchmark Indicator Assessment selection committee: The assessment committee led by the Literacy Specialist will continue to support teacher understanding of the Learn Zillion assessments and create new assessments for each unit. Instructional practice that aligns to the instructional shifts: Using the walk through data, improvements to instructional practice and assessment design will be analyzed through observation of student work. Culminating student work aligns to the expectations of the standards: Weekly student work will be compared to the expectation of the final culminating assessments.</p>	<p>[A 1.3.1] Form assessment committee that includes a teachers from each grades, 3-9. An application will be available to teachers in May 2020. An assessment committee will be formed.</p>	<p>Kristy Ford & Katie McCain (Instructional Supervisors)</p>	<p>07/31/2020</p>		
	<p>[A 1.3.2] Committee members will facilitate professional learning around assessments. These sessions will be offered to the principals and teachers.</p>	<p>Kristy Ford & Katie McCain (Instructional Supervisors)</p>	<p>03/31/2021</p>		
	<p>[A 1.3.3] Create standards aligned common unit assessments to administer throughout the school year as students prepare for the rigor and demand of the TNReady assessment Teachers will participated in professional learning that focuses effective assessment design and practices. Committee members will write the assessment questions using the Learn Zillion texts.</p>	<p>Kristy Ford & Katie McCain (Instructional Supervisors); Assessment Committee Members</p>	<p>12/31/2020</p>		
	<p>[A 1.3.4] Conduct walk-throughs quarterly (T&L Team, administrators, and instructional facilitators) to ensure instruction, student work, and assessments aligned to the rigor and demand of the standards. Via walk throughs, information will be gathered to drive future professional learning planning. Timely</p>	<p>Amy O'Bryan (PD & Evaluation Supervisor); Teaching & Learning Team; Building</p>	<p>05/21/2021</p>		

	feedback is provided to teachers to ensure that instruction, student work, and assessments are all aligned.	Level Administrators; Instructional Facilitators			
--	---	--	--	--	--

[G 2] K-12 Math

By spring 2021, we will increase the percentage of students scoring on track or mastered in K-12 Math as well as meet the AMOs for each grade-band.

Performance Measure

Performance Measures: Increase the percentage of students who are proficient from 90.6% to 91.2% on the district-wide, standards-aligned Kindergarten Spring math assessment in 2021. Increase the percentage of students who are proficient from 53.9% to 56.8% on the district-wide, standards-aligned 1st grade Spring math assessment in 2021. Increase the percentage of students who are on track or mastered from 60.7% to 63.2% on TNReady for 2nd grade Math in 2021. Increase the percentage of students who are on track or mastered from 66.9% to 69.0% on TNReady for grades 3-5 math in 2021. Increase the percentage of students who are on track or mastered from 44.4% to 47.9% on TNReady for grades 6-8 math in 2021. Increase the percentage of students who are on track or mastered from 37.2% to 41.1% on TNReady for grades 9-12 math in 2021.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] 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 student’s prior knowledge and capabilities. Teachers will effectively use data along with the instructional focus documents to guide planning, instruction, and assessment.</p> <p>Benchmark Indicator District and school administration will monitor the effectiveness of this work by actively participating in vertical PLCs. 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 is aligned to the depth of the grade-level academic standards.</p>	<p>[A 2.1.1] Conduct vertical PLC meetings Provide time and schedule vertical PLCs for the high-need transition areas (6th grade, Algebra I, & Algebra II).</p>	Katie McCain (Instructional Supervisor); Chris Maley (Assessment & Accountability Supervisor); Michael Perry (High School Instructional Program Assistant)	08/28/2020		

	<p>[A 2.1.2] Fully implement the Performance Matters' data platform</p> <p>Utilize the full range of capabilities within Performance Matters' data dashboard to guide planning, instruction, and assessment.</p>	<p>Joey Mitchell (Instructional Technology Supervisor); Instructional Technology Coaches; Instructional Facilitators</p>	<p>04/30/2021</p>		
	<p>[A 2.1.3] Facilitate collaboration between transition teams</p> <p>Facilitate a vertical collaboration between grade-level teams to provide guidance around specific pre-requisite skills necessary for students to experience success.</p>	<p>Katie McCain (Instructional Supervisor); Chris Maley (Assessment & Accountability Supervisor); Michael Perry (High School Instructional Program Assistant)</p>	<p>02/28/2020</p>		
<p>[S 2.2] Facilitate walk-throughs using the IPG</p> <p>BCS began partnering with Instruction Partners to facilitate learning walks during the 2017-2018 school year. This partnership expanded over 3 years to include elementary, middle, and high school. The Teaching & Learning Department will continue conducting learning walks with a new emphasis on providing teachers with timely and actionable feedback.</p> <p>Benchmark Indicator</p> <p>The Instructional Practice Guide (IPG) rubrics will be used to norm the learning walks. Formal learning walks will be conducted 2 times during the academic year at each school. The data collected from the second set of learning walks will be used by the district and school leadership teams to</p>	<p>[A 2.2.1] Engage school-level administrators in learning walks</p> <p>The Teaching & Learning team will lead school administrators in math learning walks during monthly Principal and Assistant Principal meetings. These meetings will alternate each month at elementary, middle, and high school sites.</p>	<p>Dr. Lee-Ann Kight (Director of Teaching & Learning); Amy O'Bryan (PD & Evaluation Supervisor)</p>	<p>04/30/2020</p>		

<p>assess the effectiveness of implementing the feedback provided to teachers.</p>					
	<p>[A 2.2.2] Facilitate school-level learning walks The Teaching & Learning team will work alongside the school administrative teams to facilitate learning walks in K-12 math classrooms. Data will be collected from each observation using the IPG.</p>	<p>Katie McCain (Instructional Supervisor); Chris Maley (Assessment & Accountability Supervisor); Michael Perry (High School Instructional Program Assistant)</p>	<p>04/30/2020</p>		
	<p>[A 2.2.3] Facilitate feedback sessions with stakeholders Feedback sessions will be held with school administrative teams, PLC groups, and individual teachers. High-quality, actionable, and timely feedback will be provided to ensure that each stakeholder can begin implementing high-leverage strategies to improve academic outcomes for all students.</p>	<p>Katie McCain (Instructional Supervisor); Chris Maley (Assessment & Accountability Supervisor); Michael Perry (High School Instructional Program Assistant)</p>	<p>04/30/2021</p>		
<p>[S 2.3] Facilitate Content Bootcamps High performing teachers will be selected to facilitate content bootcamps for other teachers. The bootcamps are intended to increase teacher capacity and understanding of the content standards.</p> <p>Benchmark Indicator Participants will complete a survey following the completion of the content bootcamp. Surveys will be used to make adjustments to future bootcamp offerings. Instructional walk-throughs will allow</p>	<p>[A 2.3.1] Select high performing teachers to facilitate bootcamps Following the application process, high performing teachers will be selected to facilitate content bootcamps.</p>	<p>Dr. Lee-Ann Kight (Director of Teaching & Learning); Katie McCain (Instructional Supervisor); Chris Maley (Assessment & Accountability Supervisor)</p>	<p>06/01/2020</p>		

administrators the opportunity to monitor teacher implementation of rigorous, aligned instruction and assessment.					
	<p>[A 2.3.2] District leaders will facilitate training sessions</p> <p>Selected facilitators will complete training with district leaders. This training will focus on the available data to identify standard(s) to be covered.</p>	<p>Katie McCain (Instructional Supervisor); Chris Maley (Assessment & Accountability Supervisor)</p>	06/19/2020		
	<p>[A 2.3.3] Deliver high-quality content bootcamps</p> <p>Content bootcamps will be facilitated as flex hour professional learning opportunities during the summer to prepare teachers for the delivery of rigorous, aligned instruction during the 2020-2021 school year.</p>	<p>Katie McCain (Instructional Supervisor); Chris Maley (Assessment & Accountability Supervisor); Selected Teacher Facilitators</p>	07/31/2020		
	<p>[A 2.3.4] Conduct mini-bootcamps as needed throughout the year</p> <p>Additional mini-bootcamps will be facilitated throughout the school year based on needs identified through walk-throughs, district common assessments, and teacher requests.</p>	<p>Katie McCain (Instructional Supervisor); Chris Maley (Assessment & Accountability Supervisor); Selected Teacher Facilitators</p>	05/01/2020		

[G 3] K-12 Academic Performance for SWDs

By Spring 2021, we will increase the percentage of students in the SWD subgroup scoring on track or mastered in K-12 ELA and Math, as well as meet the AMOs for each grade band.

Performance Measure

Increase the percentage of students in the SWD subgroup who are proficient from 62.0% to 64.4% on the district-wide, standards-aligned Kindergarten Spring ELA assessment in 2021. Increase the percentage of students in the SWD subgroup who are proficient from 64.8% to 67.0% on the district-wide, standards-aligned Kindergarten Spring math assessment in 2021. Increase the percentage of students in the SWD subgroup who are proficient from 55.1% to 57.9% on the district-wide, standards-aligned

1st grade Spring ELA assessment in 2021. Increase the percentage of students in the SWD subgroup who are proficient from 31.3% to 35.6% on the district-wide, standards-aligned 1st grade Spring math assessment in 2021. Increase the percentage of students in the SWD subgroup who are on track or mastered from 20.5% to 25.5% on the 2nd grade TNReady ELA assessment in 2021. Increase the percentage of students in the SWD subgroup who are on track or mastered from 35.9% to 39.9% on the 2nd grade TNReady math assessment in 2021. Increase the percentage of students in the SWD subgroup who are on track or mastered from 21.3% to 26.2% on TNReady for grades 3-5 ELA in 2021. Increase the percentage of students in the SWD subgroup who are on track or mastered from 32.9% to 37.1% on TNReady for grades 3-5 Math in 2021. Increase the percentage of students in the SWD subgroup who are on track or mastered from 13.2% to 18.6% on TNReady for grades 6-8 ELA in 2021. Increase the percentage of students in the SWD subgroup who are on track or mastered from 15.4% to 20.3% on TNReady for grades 6-8 Math in 2021. Increase the percentage of students in the SWD subgroup who are on track or mastered from 10% to 15.6% on TNReady for grades 9-12 ELA in 2021. Increase the percentage of students in the SWD subgroup who are on track or mastered from 7.4% to 13.2% on TNReady for grades 9-12 Math in 2021.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Peer to Peer Observations and Reflections Peer to peer observations will be arranged for all co-teach teams. Co-teach teams will observe other effective co-teach teams identified based on previous testing data and administrator observations. In addition, effective co-teach teams will observe less effective co-teach teams to provide timely feedback and allow for professional collaboration.</p> <p>Benchmark Indicator Lesson plans will show evidence of increased collaboration between co-teach teams. Walkthroughs conducted by the academic consultant and/or school school administration will provide evidence that feedback is being implemented in planning and instruction.</p>	<p>[A 3.1.1] Selection of Effective Co-Teach Teams Special education supervisor, along with school level administrator and academic consultant will use available data to identify effective co-teach teams.</p>	Linda Berger/Michelle Haney (Special Education Supervisors), Deena Spuryer (Academic Consultant), and Building level administrator	08/31/2020		
	<p>[A 3.1.2] Participation in Peer to Peer Observations After data has been reviewed, observations between co-teach teams will be arranged. Each co-teach team will participate in at least 2 peer observations in the 2020-2021 school year.</p>	Linda Berger/Michelle Haney (Special Education Supervisors), Deena Spuryer (Academic	04/30/2021		

		Consultant), school level administrator			
	<p>[A 3.1.3] Peer Reflection and Collaboration Following each observation, co-teach teams will provide feedback to the team they observed. This feedback will be used to support the improvement of best practices in all co-teach classrooms. The goal of this collaboration is to improve academic outcomes for students with disabilities.</p>	Deena Spuryer (Academic Consultant) and participating teachers	04/30/2021		
<p>[S 3.2] Data Based Decision Making Special education teachers will work with district and school leaders in ongoing staff development for reviewing student assessment data and data analysis. This data will be used to determine the least restrictive environment where core instruction should be provided.</p> <p>Benchmark Indicator Decrease in the number of students being educated outside the general education classroom for math and reading content areas.</p>	<p>[A 3.2.1] Staff Training - Least Restrictive Environment District staff will train teachers on the meaning of Least Restrictive Environment under IDEA including legal requirements and best practices for LRE. Information from legal conferences attended will be redelivered on District Learning Days.</p>	Linda Berger/Michelle Haney (Special Education Supervisors), Deena Spuryer (Academic Consultant)	08/15/2020		
	<p>[A 3.2.2] Technical Assistance - IEP Development District staff will provide training and technical assistance on effective IEP development to increase the percentage of students with IEPs benefiting from education in the general education setting for a greater percentage of their school day.</p>	Linda Berger/Michelle Haney (Special Education Supervisor), Deena Spuryer (Academic Consultant)	02/19/2021		
	<p>[A 3.2.3] School Site Visits District staff will provide scheduled monthly on-site visits to each school to review student data and IEPs to ensure provision of services in the least restrictive environment for each student.</p>	Linda Berger/Michelle Haney (Special Education Supervisors), Deena Spuryer	05/14/2021		

		(Academic Consultant)			
<p>[S 3.3] Increasing Depth of Content Knowledge Coordinate opportunities for co-teachers to internalize the content standards and lessons.</p> <p>Benchmark Indicator Monitoring of IEPs should show that goals are linked to progressing towards mastery of grade level content standards in the areas of math and reading. Teacher observations will provide evidence that the co-teacher is sharing responsibility in the delivery of instruction around the content standards in ELA and Math.</p>	<p>[A 3.3.1] Content Boot Camps Special education teachers will attend content boot camps with general education teachers to gain a better understanding of content standards. This will enable the special education teacher to better serve students in a less restrictive environment.</p>	<p>Linda Berger/ Michelle Haney (Special Education Supervisors), Deena Spuryer (Academic Consultant), Katie McCain (6-12 Supervisor), Kristy Ford (K-5 Supervisor)</p>	07/31/2020		
	<p>[A 3.3.2] Scheduling Collaborative PLCs District staff will work with building level administrators to coordinate schedules so that special education co-teachers are able to attend content area PLCs.</p>	<p>Linda Berger/Michelle Haney (Special Education Supervisors), Deena Spuryer (Academic Consultant)</p>	08/28/2020		