

Bartlett Annual Plan (2019 - 2020)

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<b>Literacy K-12</b>					
By spring 2020, we will increase the percentage of students scoring on track or mastered in K-12 literacy. BCS will continue the follow-up of the Instruction Partners 6-12 walk throughs and K-2 Read to Be Ready implementation. An emphasis will shift to 3-5 with Instruction Partners literacy learning walks and the Learn Zillion curriculum.					
<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>Maintain Read to Be Ready Initiative and implementation of Learn Zillion units in 3-9</b>                      Implementing new, 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 that they spend 60% of their time training teachers will emphasize the importance of early literacy instruction.</p> <p><b>Benchmark Indicator</b>                      Teacher perception of new curriculum and professional learning: collected via survey twice during the 2019-20 school year in December and May. Our PD and Evaluation Supervisor will be responsible for administering the survey and the Literacy Specialist will be responsible for reporting on the findings. Learn Zillion One Drive unit check: The One Drive houses all the materials that have been purchased and arrived prior to each unit. This check will be conducted by the Literacy Specialist. Student work aligns to the expectations of the standards: Student work collected for review during weekly PLCs and observations will be compared to see if teachers are implementing the tasks "as is" or modifying in ways that might not meet the standards.</p>	<p><b>Implementation of New Curriculum</b>                      Implementation of New Curriculum: Engaging educators to review instructional materials for alignment to district priorities. Modeling Learn Zillion curricular tasks followed by walk throughs to ensure fidelity of implementation.</p>	<p>Nikki Morgan (Literacy Specialist) &amp; Kristy Ford (PK-5 Supervisor)</p>	<p>04/30/2020</p>		
	<p><b>Planning for and facilitating ongoing professional learning for teachers related to</b></p>	<p>Amy O'Bryan (Professional</p>	<p>04/30/2020</p>		

	<p><b>new instructional materials as gleaned from core action steps.</b></p> <p>Planning for and facilitating ongoing professional learning for teachers related to new instructional materials as gleaned from core action steps. Engage teachers in modeled instruction by an Instruction Partners lead using the Learn Zillion materials. Engage administrators in walk-throughs and data reflections that produce action steps</p>	<p>Learning &amp; Evaluation Supervisor), Nikki Morgan (Literacy Specialist), &amp; Selected Teacher Leaders</p>			
	<p><b>Ensure teachers have the texts and resources needed to implement Learn Zillion units on the timeline provided and add to Read To Be Ready resources for small-group instruction.</b></p> <p>Ensure teachers have the texts and resources needed to implement Learn Zillion units on the timeline provided. Upload, monitor, and adjust curriculum documents with teacher and student resources. Student work will be collected and reviewed during PLCs to determine standards alignment and appropriate rigor. Update Read To Be Ready small-group materials.</p>	<p>Lee-Ann Kight (Director of Teaching &amp; Learning), Nikki Morgan (Literacy Specialist), &amp; Building Level Administrators</p>	05/22/2020		
<p><b>Partner with an outside consultant for instructional feedback.</b></p> <p>Instruction Partners has been a partner with BCS since 2017-18. The partnership began 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 will expand to learning walks and data feedback in grades 3-5.</p> <p><b>Benchmark Indicator</b></p> <p>Instruction Partners modeled lesson 3-5: An ELA Learn Zillion lesson by an Instruction Partners Lead will be modeled for classroom teachers during district in-service in August. Instruction Partners walk throughs 3-5: Walk throughs will follow in September and March for administrators to view</p>	<p><b>Engage teachers and building level administrators in professional learning.</b></p> <p>Engage teachers and building level administrators in professional learning. The Instruction Partners ELA Lead will model a Learn Zillion lesson for teachers and administrators. Professional learning opportunities will be provided as flex credits throughout the year to ensure that instruction and assessments are aligned to the rigor and demand of the standards and curriculum.</p>	<p>Lee-Ann Kight (Director of Teaching &amp; Learning), Amy O'Bryan (Professional Learning &amp; Evaluation Supervisor), Nikki Morgan (Literacy Specialist), &amp; Instruction Partners ELA Lead</p>	05/22/2020		

<p>implementation of the Learn Zillion curriculum. A data collection will chart core actions in Tier I instruction followed by a needs assessment shared with principals. The process will be repeated in March to serve as a pre and post review of implementation. Instruction Partners feedback 3-5: Instruction Partners provide a data set of core actions during the literacy walk throughs. Instruction Partners walk-through follow-up 6-9: Walk-throughs occurred with Middle and High campuses during the 2018-2019 school year. A data collection and needs assessment was provided to principals. Action steps with an ELA reflection tool was developed and conversations will continue with 6-9 campuses regarding implementation of the Learn Zillion materials. Scores for Alignment of Materials &amp; Level of Student Mastery: Scores in these areas will increase as evidenced by IPG data collections.</p>					
	<p><b>Conduct Literacy walk throughs with building level administrators to ensure instruction and student work align with the expectations of the standards.</b>  Conduct Literacy walk throughs with building level administrators to ensure instruction and student work align with the expectations of the standards. Literacy Walk Throughs with Instruction Partners for grades 3-5 Feedback will include a data debrief with Instruction Partners based on findings from the IPG Principals will use the data to set ELA instructional goals for grades 3-5</p>	<p>Lee-Ann Kight (Director of Teaching &amp; Learning), Teaching and Learning Staff, &amp; Building Level Administrators</p>	<p>04/30/2020</p>		
<p><b>Prepare to implement new high-quality assessments.</b>  In the gap prior to implementing Learn Zillion, assessments were not selected or organized to support the teacher and student resources.</p> <p><b>Benchmark Indicator</b>  Assessment selection committee: Assessments or</p>	<p><b>Form assessment committee that includes a teacher from each grade, 3-9.</b>  Form assessment committee that includes a teacher from each grade, 3-9. An application will be available to teachers in May 2019. An assessment committee will be formed.</p>	<p>Kristy Ford (PK-5 Supervisor), Katie McCain (6-12 Supervisor), &amp; Nikki Morgan</p>	<p>07/31/2019</p>		

<p>3-9 are the next lift in 2019-2020. A committee of teachers led by the Literacy Specialist will review Learn Zillion assessments and create new assessments for each unit quarterly. 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. Student work will be analyzed in weekly PLCs. Instructional coaches will prepare and lead professional learning around the TEAM planning and instruction domains. Student work aligns to the expectations of the standards: Student work will be compared to final assessments during weekly PLCs.</p>		(Literacy Specialist)			
	<p><b>Create standards aligned common unit assessments to administer throughout the school year as students prepare for the rigor and demand of the TNReady assessment.</b> 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 participate in profession learning that focuses on effective assessment design and practices. Committee members will write the assessment questions using the Learn Zillion texts.</p>	Nikki Morgan (Literacy Specialist) & Assessment Committee Members	12/31/2019		
	<p><b>Walk throughs will be conducted regularly to ensure instruction, student work, and assessments are aligned to the rigor and demand of the standards.</b> Walk throughs will be conducted by district administrators, building-level administrators, and instructional facilitators regularly 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 opportunities. Timely feedback is provided to teachers to ensure that</p>	Lee-Ann Kight (Director of Teaching & Learning), Teaching & Learning Staff, Building Level Administrators, & Instructional Facilitators	05/22/2020		

	instruction, student work, and assessments are all aligned.				
<p><b>Math K-12</b>  By spring 2020, we will increase the percentage of students scoring on track or mastered in K-12 math. We will meet the AMOs for each grade band as well as lessen the achievement gap between all students and students with disabilities.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>Implementation of Go Math curriculum in K-8 and CPM curriculum in 9-12.</b>  Implementing new, high quality materials in grades K-12 will ensure that all students have access to the resources and practices they need to be proficient.</p> <p><b>Benchmark Indicator</b>  Teacher perception of new curriculum and professional learning: collected via survey twice during the 2019-20 school year in December and May. Our PD and Evaluation Supervisor will be responsible for administering the survey and the Curriculum Supervisors will be responsible for reporting on the findings. Student work aligns to the expectations of the standards: Student work collected for review during weekly PLCs and observations will be compared to see if teachers are implementing the appropriate curriculum.</p>	<p><b>Implementation of New Curriculum</b>  Engage educators in reviewing instructional materials for alignment to district priorities. Model curricular tasks followed by walk throughs to ensure fidelity of implementation.</p>	<p>Katie McCain (6-12 Supervisor) &amp; Kristy Ford (PK-5 Supervisor)</p>	<p>04/30/2020</p>		
	<p><b>Planning for and facilitating ongoing professional learning for teachers related to new instructional materials and the core action steps.</b>  Engage teachers in modeled instruction by an Instruction Partners lead using the Go Math and CPM materials Engage administrators in walk-throughs and data reflections that produce action steps</p>	<p>Lee-Ann Kight (Director of Teaching &amp; Learning), Teaching &amp; Learning Staff, &amp; Instruction Partners Math Lead</p>	<p>04/30/2020</p>		

<p><b>Partner with an outside consultant for instructional feedback.</b>  Instruction Partners has been a partner with BCS since 2017-18. The partnership began with an emphasis in high school with math walk throughs. The partnership expanded in 2018-2019 to include 6-8 math walk throughs and data feedback with principals. Beginning in 2019-2020, the partnership will expand to learning walks and data feedback in grades 3-5.</p> <p><b>Benchmark Indicator</b>  Instruction Partners walk throughs 3-5: Walk throughs will follow in September and March for administrators to view implementation of the math curriculum. A data collection will chart core actions in Tier I instruction followed by a needs assessment shared with principals. The process will be repeated in March to serve as a pre and post review of implementation. BCS staff and administrator walk-through follow-up  6-12: Walk-throughs occurred with the high school campuses during the 2017-18 school year and middle schools in the 2018-2019 school year. A data collection and needs assessment was provided to principals. Even though Instruction Partners won't be on the 6-12 campuses for walk throughs, BCS staff and administrators will continue to model the walk throughs each semester with feedback provided to teachers regarding implementation of the math curricula.</p>	<p><b>Engage teachers and building level administrators in professional learning.</b>  Implement a "Train the Trainer" model from standards bootcamp provided by Instruction Partners. Teachers will implement Go Math and CPM lessons through ongoing professional learning opportunities and collaboration during PLCs.</p>	<p>Kristy Ford (PK-5 Supervisor), Katie McCain (6-12 Supervisor), &amp; Amy O'Bryan (Professional Learning Supervisor)</p>	<p>05/22/2020</p>		
	<p><b>Conduct math walk throughs with building level administrators to ensure instruction and student work align with the expectations of the standards.</b>  Math Walk Throughs with Instruction Partners for grades 3-5 Feedback will include a data debrief with Instruction Partners based on findings from the IPGBCS staff and administrators will provide</p>	<p>Lee-Ann Kight (Director of Teaching &amp; Learning), Department of Teaching &amp; Learning Staff, Building Level</p>	<p>04/30/2020</p>		

	feedback and data analysis of the current state of instruction in 6-12	Administrators, & Instruction Partners Math Lead			
<p><b>Provide special education co-teachers with content professional development as well as specific training on differentiation for students with disabilities.</b></p> <p>In order to lessen the gap between all students and students with disabilities, professional development will be offered to ensure that the special education teacher is able to do the math as well as differentiate the material for multiple learning styles and levels.</p> <p><b>Benchmark Indicator</b></p> <p>PowerSchool Assessment is used twice a year to monitor progress. We will use these two benchmarks to track progress of our students with disabilities. Special Education teachers will build content knowledge needed to be able to successfully co-teach, especially in higher level math where the gap widens for students with disabilities through weekly planning meetings with the general education teacher. Student work aligns to the expectations of the standards: Student work will be compared to final assessments during weekly PLCs.</p>	<p><b>Offer content training in grades 3-8, Algebra I, Geometry and Algebra II.</b></p> <p>Content leads will offer summer flex credit opportunities to build on math skills. SPED Academic consultant will work with the math leads to help teachers be able to differentiate materials for all learners.</p>	Deena Spuryer (SPED Academic Consultant), Kristy Ford (PK-5 Supervisor), Katie McCain (6-12 Supervisor), Chris Maley (Accountability Supervisor), & Math Lead Teachers	07/31/2019		
	<p><b>SPED Co-Teachers will attend state offerings alongside of their regular education teacher.</b></p> <p>SPED Co-Teachers will attend state offerings alongside of their regular education teacher.</p>	TDOE Content Coaches	07/31/2019		
	<p><b>High School SPED teachers will learn CPM curriculum through professional development offered by CPM as well as lesson planning opportunities in the summer.</b></p> <p>High School SPED teachers will learn CPM curriculum through professional development</p>	Katie McCain (6-12 Supervisor), Michael Perry (Lead Instructional	07/31/2019		

	offered by CPM as well as lesson planning opportunities in the summer.	Coach), & CPM Consultants			
<b>College &amp; Career Readiness</b> By spring 2020, we will increase the percentage of students that are College and Career Ready according to the Ready Graduate specifications.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>School-wide implementation of an ACT enrichment program.</b></p> <p>During 5th period intervention/enrichment all students will complete ACT Prep modules with specific instruction geared towards the four individual subtests of the ACT.</p> <p><b>Benchmark Indicator</b></p> <p>Teacher professional learning: teachers will continue to receive training to better understand the various components of the ACT Prep enrichment program including: assigning modules, identifying ACT standards aligned to each module, analyzing student data reports/progress and using the data to inform instruction. Student completion of on-line modules: teachers have the ability to regularly monitor the progress of student completion of assigned activities and modules. The progress of student completion/participation is provided weekly to teachers and building level administration. Mastery of content: students and teachers receive regular and specific feedback towards the students mastery of ACT standards associated with each module to guide future intervention and enrichment opportunities.</p>	<p><b>Provide Professional Learning on ACT enrichment program.</b></p> <p>All teachers participate in professional learning around the key features and components of the ACT enrichment program. PLC leaders will provide ongoing support to teacher teams to ensure successful implementation of the program.</p>	Michael Perry (Lead Instructional Coach), PLC Facilitators, & School Administrators	05/29/2020		
	<p><b>Completion of daily modules geared towards their current level of mastery.</b></p> <p>The High School Instructional Program Assistant will create and assign modules based on the needs identified from various data points. After completion</p>	Michael Perry (Lead Instructional Coach) & High	05/29/2020		

	of the assigned modules, students will have the opportunity to complete additional activities based on their current level of mastery.	School Teachers			
	<p><b>Provide regular feedback to students and teachers.</b></p> <p>Weekly completion reports will be provided to teachers, showing completion and mastery of ACT standards associated with each module. Students will receive daily feedback on their current levels of mastery of the ACT standards.</p>	Michael Perry (Lead Instructional Coach) & High School Teachers	05/29/2020		
<p><b>Provide professional development and workshops for teachers and students with outside agencies.</b></p> <p>Teachers will attend professional development sessions that will provide attendees with a solid grounding in the nature and content of the tests including an in-depth overview of the Test, discussing format, content, overall strategies and scoring assessments based on individual exams. Attendees will also have the opportunity to focus on subject specific techniques, common mistakes, and practice problems. Students will have opportunities to attend workshops with an outside agency on several Saturdays leading up to the state testing date.</p> <p><b>Benchmark Indicator</b></p> <p>ACT Integration: Increase the integration of ACT standards and question types being used in the classroom  Increase in ACT scores: Increase in subtest scores as well as overall composite scores for Juniors and Seniors. Subtest scores and composite scores are collected after every national testing date and statewide test administration (8 times each year). These scores are utilized to identify the progress of our students and to personalize ACT enrichment opportunities.</p>	<p><b>Teachers will attend professional development sessions to help with ACT standards implementation</b></p> <p>Teachers will attend professional development sessions to help with ACT standards implementation.</p>	Katie McCain (6-12 Supervisor)	08/30/2019		

	<p><b>PLC meetings will include creating ACT questions to use in classroom assessment</b>  PLC meetings will include creating ACT questions to use in classroom assessment</p>	Michael Perry (Lead Instructional Coach)	05/29/2020		
	<p><b>Senior ACT Workshops</b>  Seniors that score between a 19 and 20 will attend a day long workshop with an outside agency during the school day prior to the Senior Retake date. The workshop will provide students with strategies and instruction focused on improving scores on each subtest of the ACT.</p>	Chris Maley (Accountability Supervisor)	10/25/2019		
	<p><b>Junior ACT Workshops</b>  ACT Workshops will be available for Juniors in preparation for the statewide ACT. These workshops will take place on Saturdays. During the workshop, Juniors will receive strategies and instruction focused on improving scores on each subtest of the ACT.</p>	Chris Maley (Accountability Supervisor)	03/28/2020		
<p><b>All freshmen and sophomores will take a full length ACT practice test to be scored by an outside agency.</b>  We will work with an outside agency to administer and score a full length ACT practice test. Teachers will use those results to cover skills/standards with gaps for individual students.</p> <p><b>Benchmark Indicator</b>  Mastery of content: students and teachers receive specific feedback towards the students mastery of ACT standards.</p>	<p><b>Administer the practice ACT during the school day</b>  A full-length practice ACT will be administered to all freshmen and sophomores while Juniors are participating in the statewide ACT.</p>	Katie McCain (6-12 Supervisor) & Michael Perry (Lead Instructional Coach)	03/27/2020		
	<p><b>Analyzing Student Reports</b>  School-wide and student reports will be generated following the completion of the practice ACT. Reports will be reviewed with teachers in PLCs to plan for specific needs of the students. These results will drive future enrichment/intervention activities focuses on ACT standards. Reports will be reviewed with students</p>	Katie McCain (6-12 Supervisor), Michael Perry (Lead Instructional Coach), High School	04/30/2020		

	with the assistance of teachers and counselors to ensure that students have a clear understanding of areas of strength as well as areas needing additional focus.	Teachers, & High School Counselors			
<p><b>Increase the number of EPSO course offerings</b> Currently our highest number of EPSO course offerings is in the area of Advance Placement courses. By expanding our offerings in other areas , we will provide early post-secondary opportunities to all learners.</p> <p><b>Benchmark Indicator</b> We will identify program areas in which there is a potential EPSO partnership and will establish partnerships to increase our EPSO offerings. Progress will be monitored each quarter for student success as it pertains to earning EPSO credits through industry certification, as well as local and statewide dual credit.</p>	<p><b>Increase opportunities for state-wide and/or local dual credit.</b> To ensure that all students have the opportunity to participate in Early Post-Secondary Opportunities, additional course offerings for state-wide dual credit and/or local dual credit with Southwest Tennessee Community College will be provided to students. These dual credit course offerings include accounting, business management, entrepreneurship, marketing, and personal finance.</p>	Clark Knight (CTE Supervisor) & Katie McCain (6-12 Supervisor)	07/31/2019		
	<p><b>Increase offerings for industry certifications</b> To ensure that all students have the opportunity to earn industry certifications, additional course offerings for industry certifications will be provided to students. These industry certification course offerings include AutoDesk CAD, OSHA 10, and Clinical Medical Assistant.</p>	Clark Knight (CTE Supervisor)	07/31/2019		