Goal 1: Grade 3 ELA (Required)

Bristol City Schools (821) Public District - FY 2027 - LEA Plan - Rev 1

☐ 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 2032

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	* 60.5%-61.9%	* 2026-27 TCAP 3rd Grade ELA (percent proficient)
2027-28	* 61.9%-63.35%	* 2027-28 TCAP 3rd Grade ELA (percent proficient)
2028-29	* 63.35-64.7%	* 2028-29 TCAP 3rd Grade ELA (percent proficient)

* 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**
		$ 183,125.00	Tutoring Grant: $75,000 Title II: $160,000

HQIM Implementation & Continuous Improvement Schools will anchor 3rd grade ELA instruction in the district adopted HQIM and engage in a predictable cycle of continuous improvement with every unit. Third-grade teachers will use shared learning aligned to the IPG, internalize lessons, rehearse key routines, and plan purposeful checks for understanding (CFUs) that produce individual evidence of comprehension, vocabulary, decoding/fluency (as needed), and writing. Students will engage daily with complex, knowledge-rich texts and scaffolds, such as vocabulary previews, sentence frames, fluency routines, and chunking of text, will be purposeful, temporary, and designed to fade so students increasingly take on the cognitive work. Teachers will regularly analyze student work and CFA/benchmark data to identify strengths, misconceptions, and learning needs. Instructional adjustments will be grounded in the demands of the current module or unit, ensuring all students remain engaged in grade-level tasks. Monthly collaboration among general education, Special Education, ESL, and intervention/tutoring staff ensures supports are aligned to the HQIM and reinforce current unit content, language routines, and writing expectations. Ongoing professional learning and aligned coaching will continue to strengthen teacher curriculum knowledge and instructional precision. If 3rd grade teachers implement HQIM with fidelity and participate in a consistent learn, prepare, teach, check, refine cycle, students will receive coherent grade-level instruction every day. Strategic scaffolding will increase access to complex text, and routine use of CFUs will help teachers make timely adjustments that move students toward independence. Over time, this consistent and supported approach will increase reading proficiency, vocabulary acquisition, fluency for students who still need it, and writing stamina, accelerating overall ELA achievement. This strategy impacts all 3rd grade students and applies to classroom teachers, interventionists, tutors, ESL staff, and Special Education providers. School leaders and instructional coaches will monitor fidelity and support the improvement cycle. Required Structures and Processes -All 3rd grade ELA instruction uses the district HQIM with full use of lessons, texts, and assessments. -Each unit follows the HQIM continuous improvement cycle: learn, prepare, teach, check, refine. -Scaffolds must be intentional, brief, and designed to fade as students gain independence. -CFUs are planned in advance and provide individual evidence of comprehension, vocabulary, decoding/fluency (when applicable), and writing. -Weekly lesson internalization consists of rehearsal of routines, CFU planning, and analysis of student work. -Monthly cross-role co-planning aligns supports to the current unit/module. -Leaders conduct learning walks using IPG indicators to monitor HQIM implementation. -Staffing aims to minimize movement of 3rd grade ELA teachers to build strong curriculum expertise. -Leaders monitor and provide feedback on coaching cycles tied to lesson preparation and student work analysis using look for tools. Roles & Responsibilities The District Will: -Provide HQIM materials, training, and coaching tools. -Monitor fidelity of implementation and offer differentiated support. School Leaders Will: -Ensure PLCs, rehearsals, co planning, and coaching cycles are scheduled and executed. -Provide feedback aligned to instructional trends and module needs. -Monitor the quality of lesson internalization, routine rehearsal, and student work analysis. Teachers & Instructional Staff Will: -Engage in weekly lesson internalization and preparation. -Implement HQIM lessons and CFUs as designed. -Analyze student work and adjust instruction to support student progress. -Use student evidence and feedback to refine instruction and increase rigor and discourse.	Progress of implementation: 1. Schools will track individual teacher progress and school-level progress toward the Ideal State on the ELA HQIM Implementation Framework twice per year to determine coaching support plan and progress toward improvement. 2. Schools will document HQIM Cycle of Continuous Improvement Lesson Preparation and Student Work Analysis PLC cycles in the Academic Tracker and ensure it is updated quarterly to track frequency and analyze feedback. Progress toward improvement: 1. Quarterly benchmark results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals. 2. Universal Screener results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals.		
		$ 183,125.00	

Acceleration for All Schools will implement a coherent, districtwide approach to acceleration that prepares every student for success with 3rd grade ELA. Acceleration means providing daily access to grade-level texts and tasks, supported by timely, targeted instruction that strengthens foundational skills, vocabulary, language, and comprehension. All support settings, including Special Education, RTI, high-dosage tutoring, and ESL, will align to the HQIM and reinforce the current unit so students are supported into grade-level learning, not pulled away from it. In grades 1-2, schools will use HQIM placement assessments to group students by foundational skills needs and deliver instruction through an acceleration model. Students below grade level will receive increased instructional time through alternate pacing or two HQIM lessons per day. These models help close decoding and fluency gaps before students enter 3rd grade. Foundational skills instruction will be explicit, systematic, cumulative, and aligned to the Science of Reading, with all supports connected to authentic text and unit learning. In 3rd grade, teachers and support staff will deliver targeted supports based on real time CFU, CFA, and benchmark data. Supports may include vocabulary previews, background knowledge activation, language routines, sentence-level writing scaffolds, fluency practice for students still developing automaticity, and structured comprehension work. All scaffolds will be temporary and intentionally faded so students take increased ownership of reading, thinking, and writing. Acceleration, rather than remediation, closes gaps more effectively by keeping students in grade-level content while addressing the barriers that prevent access. By using HQIM in all settings, reinforcing core instructional routines, and monitoring progress frequently, schools will create systems where interventions amplify, not replace, daily instruction. Over time, this approach will lead to stronger reading comprehension, greater independence with complex text, and improved proficiency for all student groups. This strategy impacts all K-3 students receiving additional services and is essential to ensuring students enter and exit 3rd grade on track. Service providers will deliver aligned supports, while school leaders ensure coherence, scheduling, and effective use of progress monitoring data. Required Structures and Processes - 1-2 teachers use HQIM placement assessments to group students for foundational skills acceleration. - Below grade-level students receive alternate pacing or two lessons daily to increase instructional time. - Supports are brief, flexible, and based on CFU/CFA/benchmark data. - All 2nd graders take TCAP to inform 3rd-grade placement and planning. - High-dosage tutoring occurs in addition to Tier I (1:3 ratio, 30-45 minutes, 2-3 times/week). - RTI follows the district RTI Manual. - ESL and Special Education services support access to HQIM lessons through aligned strategies and IEP determined accommodations. - Monthly collaboration across GenEd, SpEd, ESL, and intervention/tutoring aligns goals, supports, and fade plans. - Leaders monitor alignment to HQIM, quality of supports, and movement toward grade-level proficiency. Roles & Responsibilities The District Will: - Provide HQIM materials, placement tools, pacing guidance, and professional learning. - Monitor fidelity and provide differentiated support. School Leaders Will: - Ensure acceleration groups and pacing models are scheduled and implemented. - Monitor foundational skills and 3rd-grade supports through walkthroughs and feedback cycles. Teachers & Support Staff Will: - Implement HQIM lessons as designed. - Use placement tools and data to group students and adjust pacing. - Deliver targeted supports, monitor progress, and adjust instruction regularly.	Progress of Implementation: 1. School leaders will use the district-developed fidelity monitoring tool aligned to the IPG to monitor and provide feedback to service providers throughout the school year according to the RTI Administration Manual and record in the district Academic Tracker. 2. Student attendance rate in tutoring, RTI, and SpEd services will be monitored by the principal and reported to the district quarterly in the Academic Tracker. District expectation is 90% attendance in sessions. 3. 75% of students in tutoring, RTI, and SpEd services will demonstrate at or above expected growth on the Winter and Spring Universal Screener. Each principal is responsible for gathering and reporting in the Academic Tracker and principal PLC. Progress Toward Improvement: 1. Quarterly benchmark results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals. 2. Universal Screener results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals. 3. Schools will use CKLA data trackers in K-2 to record and analyze week-to-week formative assessments along with placement assessments to ensure students are provided skills-appropriate instruction.		Tutoring Grant: $75,000 Title II: $160,000
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Bristol City Schools (821) Public District - FY 2027 - LEA Plan - Rev 1

Goal 2

By May 2029, BTCS will show growth and increase the percentage of students who are meeting or exceeding expectations in K-12 ELA outcomes for all students including economically disadvantaged students, students with disabilities, and English Language Learners.
K: (2027) 53.7% to (2029) 61.0%
1: (2027) 46.6% to (2029) 57.1%
2: (2027) 70.8% to (2029) 70.4%

3-5 ALL: (2027) 52.3% to (2029) 60.3%
6-8 ALL: (2027) 39.5% to (2029) 53.2%
ENG I ALL: (2027) 50.8% to (2029) 59.4%
ENG II ALL: (2027) 62.0% to (2029) 65.6%

3-5 ED: (2027) 32.3% to (2029) 49.3%
6-8 ED: (2027) 20.9% to (2029) 43.0%
ENG I ED: (2027) 31% to (2029) 48.6%
ENG II ED: (2027) 43.6% to (2029) 55.5%

3-5 SWD: (2027) 20.0% to (2029) 42.5%
6-8 SWD: (2027) 5.1% to (2029) 34.3%
ENG I SWD: (2027) 2.8% to (2029) 33.0%
ENG II SWD: (2027) 17% to (2029) 40.9%

3-5 EL: (2027) 0% to (2029) 31.5%
6-8 EL: (2027) 0% to (2029) 31.5%
ENG I EL: (2027) 0% to (2029) 31.5%
ENG II EL: (2027) 14.3% to (2029) 39.4%

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-1 Scoring at or above the national norm: K: All Students: 53.7 to 56.1 1: All Students: 46.6 to 50.1 Meets or Exceeds on the ELA TCAP/EOC: 2: All Students: 70.8 to 70.7 3-5 All Students: 52.3 to 55.0 ED: 32.3 to 38.0 SWD: 20.0 to 27.5 EL: 0 to 10.5 6-8 All Students: 39.5 to 44.1 ED: 20.9 to 28.3 SWD: 5.1 to 14.8 EL: 0 to 10.5 English I All Students: 50.8 to 53.7 ED: 31.0 to 36.9 SWD: 2.8 to 12.9 EL: 0 to 10.5 English II All Students: 62.0 to 63.2 ED: 43.6 to 47.6 SWD: 17 to 25 EL: 14.3 to 22.7 Meets or exceeds TVAAS Projections All Students	* 2026-27 2-8 ELA TCAP/EOC (percent passing) 2026-27 EOY K-1 AimsWeb Reading Universal Screener (percent of students scoring above 60th percentile) 2026-27 Individual Student TVAAS ELA Projections
2027-28	* K-1 Scoring at or above the national norm: K: All Students: 56.1 to 58.6 1: All Students: 50.1 to 53.6 Meets or Exceeds on the ELA TCAP/EOC: 2: All Students: 70.7 to 70.5 3-5 All Students: 55.0 to 57.6 ED: 38.0 to 43.6 SWD: 27.5 to 35.0 EL: 10.5 to 21 6-8 All Students: 44.1 to 48.7 ED: 28.3 to 35.6 SWD: 14.8 to 24.6 EL: 10.5 to 21 English I All Students: 63.2 to 64.4 ED: 36.9 to 42.7 SWD: 12.9 to 23.0 EL: 10.5 to 21 English II All Students: 63.2 to 64.4 ED: 47.6 to 51.5 SWD: 25 to 32.9 EL: 22.7 to 31.0 Meets or exceeds TVAAS Projections All Students	* 2027-28 2-8 ELA TCAP/EOC (percent passing) 2027-28 EOY K-1 AimsWeb Reading Universal Screener (percent of students scoring above 60th percentile) 2027-28 Individual Student TVAAS ELA Projections
2028-29	* K-1 Scoring at or above the national norm: K: All Students: 58.6 to 61.0 1: All Students: 53.6 to 57.1 Meets or Exceeds on the ELA TCAP/EOC: 2: All Students: 70.5 to 70.4 3-5 All Students: 57.6 to 60.3 ED: 42.7 to 48.6 SWD: 35.0 to 42.5 EL: 21 to 31.5 6-8 All Students: 48.7 to 53.2 ED: 35.6 to 43.0 SWD: 24.6 to 34.3 EL: 21 to 31.5 English I All Students: 56.6 to 59.4 ED: 42.7 to 48.6 SWD: 23.0 to 33.0 EL: 21 to 31.5 English II All Students: 64.4 to 65.6 ED: 51.5 to 55.5 SWD: 32.9 to 40.9 EL: 31.0 to 39.4 Meets or exceeds TVAAS Projections All Students	* 2028-29 2-8 ELA TCAP/EOC (percent passing) 2028-29 EOY K-1 AimsWeb Reading Universal Screener (percent of students scoring above 60th percentile) 2028-29 Individual Student TVAAS ELA Projections

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**
		$ 183,125.00	Tutoring Grant: $75,000 Title II: $160,000

HQIM Implementation & Continuous Improvement: Schools will anchor ELA instruction in the adopted HQIM and engage in a repeating cycle of continuous improvement each unit. This includes shared learning rooted in the IPG, intentional lesson preparation, purposeful checks for understanding (CFU), analysis of student work, and responsive adjustments informed by common formative assessments (CFA) and benchmark data. Scaffolds are used strategically and designed to fade so students do the thinking. Teachers deepen their curricular knowledge and instructional skill through ongoing professional learning tied to the IPG and unit design. This includes internalizing lessons, rehearsing key routines, planning purposeful checks for understanding, analyzing student work and CFA/benchmark data, and making instructional adjustments. If all schools implement HQIM with fidelity and engage in a predictable learn, plan, teach, check, refine cycle, then students will experience coherent grade-level instruction every day. Strategic use of scaffolds that fade over time will place cognitive work on students and increase access to complex text. Regular professional learning, aligned coaching, and structured co-planning will strengthen teacher's curriculum knowledge and instructional precision. Over time, this consistent and supported approach will produce measurable gains in reading proficiency and accelerate progress toward district ELA goals. This strategy will impact all students K-12. Teachers, interventionists, tutors, ESL, and Special Education staff are responsible for delivering ELA instruction. School leaders and coaches who support improvement cycles will monitor fidelity. For this strategy, the following structures, processes, and resources must be implemented consistently across the district: -All ELA instruction is anchored in the district-adopted HQIM with full use of materials. -Each unit follows the HQIM continuous improvement cycle: learn, prepare, teach, check, refine. -Scaffolds must be purposeful, temporary, and designed to fade, therefore, keeping thinking with students. -Teachers implement planned checks for understanding that produce individual evidence -Weekly lesson internalization includes: lesson internalization, rehearsal of key instructional routines, planning of purposeful CFUs, and student work analysis tied to student performance. -Schools hold monthly cross-role co-planning (GenEd, SpED, ESL, Intervention/Tutoring) aligned to the current unit/module. -School leaders conduct learning walks using IPG indicators based upon progress through ELA HQIM Implementation Framework. -Schools plan ELA staffing to minimize grade-level and subject-level movement to strengthen curriculum expertise and instructional consistency. -School leaders monitor and provide feedback to coaching cycles which consist of lesson preparation and student work analysis sessions within the continuous improvement cycle. Leaders use a look-for tool as a means for providing effective feedback to coaches and teachers. Roles & Responsibilities The district will: -Provide the HQIM and coaching support and tools -Monitor fidelity -Provide differentiated support School leaders will: -Ensure all structures are scheduled and executed -Provide coaching aligned to trends and unit/module needs -Monitor the quality and impact of lesson internalization, rehearsal of instructional routines, and student work analysis to strengthen the continuous improvement cycles Teachers and instructional staff will: -Engage in lesson preparation and internalization -Implement HQIM lessons and CFUs as designed -Analyze student work to adjust instruction accordingly	Progress of implementation: 1. Schools will track individual teacher progress and school-level progress toward the Ideal State on the ELA HQIM Implementation Framework twice per year to determine coaching support plan and progress toward improvement. 2. Schools will document HQIM Cycle of Continuous Improvement Lesson Preparation and Student Work Analysis PLC cycles in the Academic Tracker and ensure it is updated quarterly to track frequency and analyze feedback. Progress toward improvement: 1. Quarterly benchmark results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals. 2. Universal Screener results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals for grades K-8. Early Warning System will be used for grades 6-12 and managed in a separate google document due to confidentiality.		
		$ 183,125.00	Tutoring Grant: $75,000 Title II: $160,000

Instructional Best Practices: All schools will implement a coherent set of instructional practices that make complex text accessible, engaging, and rigorous for every student. These practices, rooted in the Science of Reading and aligned to the IPG, will be consistently used across classrooms and student support settings. Teachers will develop these instructional skills through ongoing professional learning, micro-sessions embedded in PLCs, modeling, peer observation, and calibration walks. Common routines and high-leverage instructional moves will ensure that every student actively reads, thinks, speaks, and writes about complex text every day. Technology is integrated in ways that amplify feedback, discourse, and accessibility while preserving the integrity of HQIM lessons. These routines and expectations extend seamlessly across RTI, tutoring, Special Education, and ESL settings to create coherence for students. If teachers consistently implement explicit, systematic, text-centered instructional practices grounded in the Science of Reading, then students will engage more deeply with complex text, build academic language, and strengthen comprehension. High-quality modeling, questioning, annotation, structured discourse, and write-to-think routines ensure all students interact with grade-level content and develop independence. Coherent routines across all services ensure students receive consistent expectations and instructional experiences, accelerating learning for students who require additional support. Over time, these best practices will increase engagement, improve the quality of student thinking and writing, and raise ELA achievement. This strategy will impact all students K-12 and be delivered by teachers and all service providers. School leaders and instructional coaches will monitor instructional implementation. For this strategy, the following structures, processes, and resources must be implemented consistently across the district: -Teachers implement a consistent schoolwide set of routines, including annotation, structured discourse, accountable talk, and write-to-think structures. -Instruction reflects IPG-aligned moves, such as modeling, think-alouds, strategic questioning, and guided-to-independent release. -All lessons require every student to think, speak, and write about text daily. -Technology is used to enhance feedback, accessibility, and discourse, not to replace text-based moves that mirror core instruction. -PLCs include micro-sessions on high-leverage practices, rehearsal of routines, and analysis of student learning to strengthen instruction. -Peer observations and model lessons are used to demonstrate and calibrate schoolwide practices. -Calibration walks are conducted using IPG-aligned indicators to reinforce expectations. -School leaders will monitor and provide feedback regarding the quality and effectiveness of instructional practice implementation. Roles & Responsibilities The district will: -Supply IPG-aligned tools for observation, calibration, and feedback -Monitor implementation through walkthroughs and provide differentiated support School leaders will: -Ensure schoolwide routines are taught, reinforced, and monitored in all classrooms -Facilitate peer observation cycles, calibrations walks, and PLC micro-sessions -Monitor the effectiveness of instructional practices and adjust coaching based on trends -Ensure coherence across general education, intervention, ESL, and Special Education Teachers and instructional staff will: -Implement routines and IPG-aligned practices daily -Participate in professional learning, rehearsal, peer observations, and feedback cycles -Use student evidence and feedback to refine instruction and increase rigor and discourse	Progress of implementation: 1. Schools will document coaching cycles in the Academic Tracker and ensure they are updated quarterly in order to establish trends to determine next topics for professional development and coaching. 2. Schools will conduct learning walks using the IPG, provide feedback to teachers, and document in the Academic Tracker to be updated quarterly and analyzed during principal PLCs. 3. Schools will ensure educator Canvas courses are up-to-date based on the district checklist at the beginning of each school year. Progress toward improvement: 1. Quarterly benchmark results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals. 2. Universal Screener results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals for grades K-8. Early Warning System will be used for grades 6-12 and managed in a separate google document due to confidentiality.		
		$ 183,125.00	

Acceleration for All: The district will implement a coherent approach to acceleration that ensures every student, regardless of need, engages with grade-level text and tasks every day. All additional support settings (Special Education, RTI, high-dosage tutoring, and ESL) will align tightly to the HQIM and reinforce learning from the current unit. Teachers and support staff will plan and deliver "just-in-time" vocabulary, decoding, language, writing, and knowledge supports that preserve rigor and prepare students for success with grade-level work. Structured monthly collaboration among general education and service providers ensures aligned supports, shared targets, and clear fade plans so students are supported into grade-level learning, not away from it. When students receive targeted, timely support connected to the demands of the current unit, they can access grade-level texts and tasks with confidence. Research shows that acceleration, rather than remediation, closes learning gaps more quickly by ensuring students spend more time with high-quality, grade-level content. By grounding all services in the HQIM, reinforcing core instructional routines across settings, and using regular progress monitoring, schools build coherent systems where interventions amplify, not replace, daily instruction. Over time, this leads to stronger reading comprehension, increased independence, and improved proficiency for all student groups. This strategy will impact all students K-12 receiving additional services. Service providers will deliver the supports. School leaders are responsible for coherence, scheduling, and checking progress monitoring. For this strategy, the following structures, processes, and resources must be implemented consistently across the district: -Acceleration is defined as access to grade-level tasks, not remediation or below-grade replacement work. -All support settings must use HQIM-aligned materials and reinforce the current unit's knowledge, vocabulary, and language demands. -Supports include: vocabulary, background knowledge, language structures, foundational skills only as needed and always connected back to authentic text, and decoding in K-2. -Supports must be short, flexible, and based on real-time data. -High-dosage tutoring must occur in addition to Tier I, in a 1:3 ratio, for 30-45 minutes, 2-3 times per week. -RTI must adhere to the RTI Manual for each tier. -ELL instruction must follow the ESL Manual, while also supporting teachers to embed high-quality language practices in core lessons. -Sped services follow guidelines for specially designed instruction and IEP-determined accommodations in inclusive settings. -Monthly structured collaboration among GenEd and service providers. -Collaborative planning must: identify shared goals tied to current unit tasks, design aligned supports and scaffolds, create fade plans to increase independence, and review student data. -School leaders will monitor the effectiveness of: alignment to HQIM, connection to the current unit, quality of targeted supports, execution of fade plans, and student movement toward grade-level proficiency. Roles & Responsibilities The district will: -Provide clear guidance for RTI, ESL, tutoring, and Special Education -Provide professional learning, supply progress monitoring tools, and monitor implementation School leaders will: -Ensure all supports maintain connection to grade-level learning -Oversee monthly collaboration -Monitor fidelity of tutoring, RTI, and sped -Use data to evaluate the strength of acceleration systems and adjust staffing/scheduling as needed Service providers will: -Deliver targeted supports that preserve rigor and connect back to grade-level tasks -Use CFU/CFA/benchmark/progress monitoring data to determine supports and fade plans -Participate in monthly collaboration and communicate student progress -Embed vocabulary, background knowledge, and language routines into daily lessons	Progress of implementation 1. School leaders will use the district developed fidelity monitoring tool aligned to the IPG to monitor and provide feedback to service providers throughout the school year according to the RTI Administration Manual and record in the district Academic Tracker. 2. Student attendance rate in tutoring, RTI, and SpEd services will be monitored by the principal and reported to the district quarterly in the Academic Tracker. District expectation is 90% attendance in sessions. 3. 75% of students in tutoring, RTI, and SpEd services will demonstrate at or above expected growth on the Winter and Spring Universal Screener. Each principal is responsible for gathering and reporting in the Academic Tracker and principal PLC. Progress toward improvement: 1. Quarterly benchmark results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals. 2. Universal Screener results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals for grades K-8. Early Warning System will be used for grades 6-12 and managed in a separate google document due to confidentiality. 3. Schools will use CKLA data trackers in K-2 to record and analyze week-to-week formative assessments along with placement assessments to ensure students are provided skills-appropriate instruction.		Tutoring Grant: $75,000 Title II: $160,000

Goal 3

By May 2029, BTCS will show growth and increase the percentage of students who are meeting or exceeding expectations in K-12 math outcomes for all students including economically disadvantaged students, students with disabilities, and English Language Learners.

K: (2027) 40.7% to (2029) 53.9%
1: (2027) 45.6% to (2029) 56.6%
2: (2027) 43.1% to (2029) 55.2%

3-5 ALL: (2027) 55% to (2029) 61.8%
6-8 ALL: (2027) 46.1% to (2029) 56.9%
ALG I ALL: (2027) 38.6% to (2029) 52.7%
ALG II ALL: (2027) 43.8% to (2029) 55.6%
GEO ALL: (2027) 48% to (2029) 57.9%

3-5 ED: (2027) 38.4% to (2029) 52.6%
6-8 ED: (2027) 27.8% to (2029) 46.8%
ALG I ED: (2027) 20.7% to (2029) 42.9%
ALG II ED: (2027) 20.8% to (2029) 42.9%
GEO ED: (2027) 26.2% to (2029) 45.9%

3-5 SWD: (2027) 23.2% to (2029) 44.3%
6-8 SWD: (2027) 10.8% to (2029) 37.4%
ALG I SWD: (2027) 5.1% to (2029) 34.3%
ALG II SWD: (2027) 4% to (2029) 33.7%
GEO SWD: (2027) 6.7% to (2029) 35.2%

3-5 EL: (2027) 27.3% to (2029) 46.5%
6-8 EL: (2027) 0% to (2029) 31.5%
ALG I EL: (2027) 25% to (2029) 45.3%
ALG II EL: (2027) 50% to (2029) 59%
GEO EL: (2027) 33.3% to (2029) 49.8%

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-1 Scoring at or above the national norm: K: All Students: 40.7 to 45.1 1: All Students: 45.6 to 49.3 Meets or Exceeds on the Math TCAP/EOC: 2: All Students: 43.1 to 47.1 3-5 All Students: 55 to 57.3 ED: 38.4 to 43.1 SWD: 23.2 to 30.2 EL: 27.3 to 33.7 6-8 All Students: 46.1 to 49.7 ED: 27.8 to 34.1 SWD: 10.8 to 19.7 EL: 0 to 10.5 Algebra I All Students: 38.6to 43.3 ED: 20.7 to 28.1 SWD: 5.1 to 14.8 EL: 25 to 31.8 Algebra II All Students: 43.8 to 47.7 ED: 20.8 to 28.2 SWD: 4 to 13.9 EL: 50 to 53 Geometry All Students: 48 to 51.3 ED: 26.2 to 32.8 SWD: 6.7 to 16.2 EL: 33.3 to 38.8 Meets or exceeds TVAAS Projections All Students	* 2026-27 2-8 Math TCAP/EOC (percent passing) 2026-27 EOY K-1 AimsWeb Math Universal Screener (percent of students scoring above 60th percentile) 2026-27 Individual Student Math TVAAS Projections
2027-28	* K-1 Scoring at or above the national norm: K: All Students: 45.1 to 49.5 1: All Students: 49.3 to 53.0 Meets or Exceeds on the Math TCAP/EOC: 2: All Students: 47.1 to 51.1 3-5 All Students: 57.3 to 59.5 ED: 43.1 to 47.9 SWD: 30.2 to 37.2 EL: 33.7 to 40.1 6-8 All Students: 49.7 to 53.3 ED: 34.1 to 40.5 SWD: 19.7 to 28.6 EL: 10.5 to 21 Algebra I All Students: 43.3 to 48.0 ED: 28.1 to 35.5 SWD: 14.8 to 24.6 EL: 31.8 to 38.5 Algebra II All Students: 47.7 to 51.7 ED: 28.2 to 35.6 SWD: 13.9 to 23.8 EL: 53 to 56 Geometry All Students: 51.3 to 54.6 ED: 32.8 to 39.3 SWD: 16.2 to 25.7 EL: 38.8 to 44.3 Meets or exceeds TVAAS Projections All Students	* 2027-28 2-8 Math TCAP/EOC (percent passing) 2027-28 EOY K-1 AimsWeb Math Universal Screener (percent of students scoring above 60th percentile) 2027-28 Individual Student TVAAS Math Projections
2028-29	* K-1 Scoring at or above the national norm: K: All Students: 49.5 to 53.9 1: All Students: 53.0 to 56.6 Meets or Exceeds on the Math TCAP/EOC: 2: All Students: 51.1 to 55.2 3-5 All Students: 59.5 to 61.8 ED: 47.9 to 52.6 SWD: 37.2 to 44.3 EL: 40.1 to 46.5 6-8 All Students: 53.3 to 56.9 ED: 40.5 to 46.8 SWD: 28.6 to 37.4 EL: 21 to 31.5 Algebra I All Students: 48.0 to 52.7 ED: 35.5 to 42.9 SWD: 24.6 to 34.3 EL: 38.5 to 45.3 Algebra II All Students: 51.7 to 55.6 ED: 41.95 to 49.6 SWD: 23.8 to 33.7 EL: 56 to 59 Geometry All Students: 54.6 to 57.9 ED: 39.3 to 45.9 SWD: 25.7 to 35.2 EL: 44.3 to 49.8 Meets or exceeds TVAAS Projections All Students	* 2028-29 2-8 Math TCAP/EOC (percent passing) 2028-29 EOY K-1 AimsWeb Math Universal Screener (percent of students scoring above 60th percentile) 2028-29 Individual Student TVAAS Math Projections

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**

HQIM Implementation & Continuous Improvement Schools will anchor math instruction in the district adopted HQIM and engage in a repeating, continuous improvement cycle. This cycle includes shared learning rooted in the math Instructional Practice Guide (IPG), intentional lesson preparation, purposeful checks for understanding (CFUs), analysis of student work, responsive adjustments informed by common formative assessments (CFAs) and benchmark data. Teachers use scaffolds strategically and design them to fade so students build conceptual understanding, procedural fluency and mathematical reasoning independently. Teachers deepen their mathematical content knowledge and instructional skill through ongoing professional learning tied to IPG-aligned instructional routines. This includes internalizing lessons, rehearsing problem-solving routines, anticipating student strategies and misconceptions, planning daily CFUs, analyzing student work and CFA/benchmark data and making targeted adjustments to strengthen math understanding. If all schools implement HQIM and engage in a predictable learn, plan, teach, check, refine cycle, then all students will experience coherent, grade-level mathematics instruction every day. Purposeful scaffolds that fade over time will support students in making sense of problems and persevering through complex tasks. Professional learning, aligned coaching, and structured co-planning will strengthen teachers' math content knowledge. Over time, this consistent approach will improve students' conceptual understanding, problem-solving fluency, and performance across math measures. This strategy impacts all students K-12. Teachers and service providers are responsible for delivering math instruction. School leaders and coaches are responsible for supporting the continuous improvement cycle. The following structures, processes, and resources must be implemented consistently across the district: -All math instruction must be anchored in the district-adopted HQIM, using all required materials and problem sets -Each unit follows the Math HQIM continuous improvement cycle: learn, prepare, teach, check, refine -Scaffolds must be purposeful, temporary, and designed to fade, ensuring students engage in mathematical reasoning themselves -Teachers implement planned CFUs that generate individual evidence of student thinking -Weekly lesson internalization must include: rehearsal of math instructional routines, anticipating common misconceptions, planning of purposeful CFUs tied to math goals, and student work analysis connected to conceptual understanding and procedural accuracy -Schools hold monthly planning with service providers aligned to the current unit to ensure supports connect back to grade-level math, not replace content -School leaders conduct math learning walks using IPG -Leaders monitor and provide feedback on coaching cycles, which must include lesson preparation and SWA within the continuous improvement cycle -Leaders use a look-for tool to provide consistent, actionable feedback to PLCs -Schools plan math staffing to minimize grade-level and course-level movement to strengthen math content knowledge Roles & Responsibilities The district will: -Provide the math HQIM, coaching tools, and aligned professional learning -Monitor fidelity of implementation -Provide differentiated, data-informed support School Leaders Will: -Ensure PLCs and coaching structures are scheduled/executed -Provide coaching aligned to trends/unit needs -Monitor lesson internalization, rehearsal of instructional routines, and math student work analysis -Provide feedback to coaches and teachers using look-for tool Teachers/Instructional Staff Will: -Engage in weekly math lesson internalization and preparation -Implement HQIM lessons and CFUs as designed -Analyze student work to adjust instruction	Progress of implementation: 1. Schools will track individual teacher progress and school level progress toward the Ideal State on the Math HQIM Implementation Framework twice per year to determine coaching support plan and progress toward improvement. 2. Schools will document HQIM Cycle of Continuous Improvement Lesson Preparation and Student Work Analysis PLC cycles in the Academic Tracker and ensure it is updated quarterly to track frequency and analyze feedback. Progress toward improvement: 1. Quarterly benchmark results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals. 2. Universal Screener results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals for grades K-8. Early Warning System will be used for grades 6-12 and managed in a separate google document due to confidentiality.	$ 183,125.00	Tutoring Grant: $75,000 Title II: $160,000

Instructional Best Practices All schools will implement a coherent set of instructional practices that make grade-level math accessible, engaging, and rigorous for every student. These practices, grounded in evidence-based research and aligned to the Math IPG, will be used consistently across classrooms. Teachers will build these skills through ongoing professional learning, including PLC micro-sessions, model lessons, peer observation, and calibration walks. High-leverage math routines and instructional moves will ensure students think, reason, represent, and communicate mathematically every day. Technology will enhance feedback, discourse, visualization, and accessibility while preserving the integrity of HQIM tasks. Expectations and routines will extend across RTI, tutoring, Special Education, and ESL settings to create coherence for all learners. When teachers implement conceptually grounded, problem-centered math instruction aligned to the IPG and HQIM, students develop stronger reasoning, conceptual understanding, procedural fluency, and application skills. High-quality modeling, strategic questioning, representations, structured discourse, and problem-solving routines ensure all students engage with grade level math and build independence. Coherent routines across services create consistent expectations and supports, accelerating progress for students needing additional assistance. Over time, these practices increase engagement, deepen understanding, and raise math achievement. This strategy impacts all students K-12 and will be delivered by teachers and all service providers. School leaders and coaches will monitor implementation. For this strategy, the following structures, processes, and resources must be implemented across the district: - Teachers implement consistent math routines such as number talks, concrete-pictorial-abstract representations, and structured math discourse. - Instruction reflects IPG aligned moves: modeling thinking, strategic questioning, and guided to independent release. - Lessons require all students to reason, represent, explain, and justify ideas. - Technology enhances feedback, visualization, and discourse without replacing HQIM problem solving. - PLCs include micro-sessions on high-leverage practices, routine rehearsal, analysis of student thinking and errors. - Peer observations and model lessons support demonstration and calibration of math practices. - Calibration walks use IPG aligned indicators to reinforce expectations. - School leaders monitor classrooms and provide ongoing feedback on instructional effectiveness. - Routines and math practices are consistent across all services. - Interventions reinforce grade level math. - Special Education provides SDI that supports HQIM access and builds math reasoning with accommodations. - High dosage tutoring aligns with math units using HQIM connected tasks. - ESL services support math language, vocabulary, representations, and discourse needed for grade-level work. Roles & Responsibilities The District Will: - Provide IPG aligned tools for observation, calibration, and feedback - Monitor implementation through walks and offer differentiated support School Leaders Will: - Ensure math routines are taught, reinforced, and monitored - Facilitate peer observation cycles, calibration walks, and PLC micro-sessions - Monitor instructional effectiveness and adjust coaching based on trends - Ensure coherence across general education, intervention, ESL, and Special Education Teachers & Instructional Staff Will: - Implement routines and IPG aligned practices daily - Participate in professional learning, rehearsal, peer observation, and feedback cycles - Use student evidence to refine instruction and increase rigor and math discourse	Progress of implementation: 1. Schools will document coaching cycles in the Academic Tracker and ensure they are updated quarterly in order to establish trends to determine next topics for professional development and coaching. 2. Schools will conduct learning walks using the IPG, provide feedback to teachers, and document in the Academic Tracker to be updated quarterly and analyze during principal PLCs. 3. Schools will ensure educator Canvas courses are up-to-date based on the district checklist at the beginning of each school year. Progress toward improvement: 1. Quarterly benchmark results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals. 2. Universal Screener results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals for grades K-8. Early Warning System will be used for grades 6-12 and managed in a separate google document due to confidentiality.	$ 183,125.00	Tutoring Grant: $75,000 Title II: $160,000
		$ 183,125.00	

Acceleration for All The district will implement a coherent, districtwide approach to acceleration that ensures every student engages with grade-level math tasks every day. All additional support settings (Special Education, RTI, high dosage tutoring, and ESL) will align tightly to the HQIM and reinforce the content and representations used in the current unit. Teachers and support staff will plan and deliver "just in time" supports, such as prerequisite skills, mathematical vocabulary, representations, language routines, and problem-solving structures that prepare students for success with grade-level work while preserving rigor. Monthly structured collaboration among general education and service providers ensures shared goals, aligned supports, and clear fade plans so students are supported into grade-level learning rather than pulled away from it. When students receive targeted, timely support based on the demands of the current unit, they can access grade-level math with confidence. Research shows acceleration closes gaps more effectively than remediation by keeping students engaged in high-quality, grade-level content. By anchoring all services in the HQIM, reinforcing core math routines across settings, and using frequent progress monitoring, schools create systems where interventions amplify, rather than replace, daily instruction. Over time, this leads to stronger mathematical reasoning, increased independence, and improved proficiency across student groups. This strategy impacts all K-12 students receiving additional services. Service providers will deliver the supports, while school leaders ensure coherence, scheduling, and monitoring of progress. Required Structures and Processes - Acceleration means access to grade-level math tasks, not remediation or below grade replacement work. - All support settings use HQIM-aligned materials that reinforce the unit's concepts, vocabulary, representations, and problem-solving structures. - Supports include prerequisite concept review, math vocabulary, background knowledge, representations (concrete-pictorial-abstract), and number sense routines; foundational skills only as needed and always tied back to the unit. - Supports must be short, flexible, and based on real time CFU/CFA/benchmark data. - High dosage tutoring occurs in addition to Tier I, in a 1:3 ratio for 30-45 minutes, 2-3 times per week. - RTI follows the expectations of the RTI Manual for each tier. - ESL instruction follows the ESL Manual while supporting teachers in embedding math language routines (vocabulary, reasoning frames, sentence stems). - Special Education services provide SDI and IEP determined accommodations that support access to HQIM tasks. - Monthly structured collaboration among general education and service providers is required. - Collaborative planning includes identifying shared goals tied to current unit tasks, designing aligned supports, creating fade plans, and reviewing student data. - School leaders monitor alignment to HQIM, the strength of targeted supports, execution of fade plans, and student movement toward grade-level proficiency. Roles & Responsibilities The District Will: - Provide clear guidance for RTI, ESL, tutoring, and Special Education - Provide professional learning, progress-monitoring tools, and implementation support School Leaders Will: - Ensure all supports maintain connection to grade-level math - Lead monthly collaboration - Monitor fidelity of tutoring, RTI, and Special Education - Use data to evaluate acceleration systems and adjust staffing/scheduling Service Providers Will: - Deliver targeted supports that preserve rigor and connect to grade-level tasks - Use CFU/CFA/benchmark/progress monitoring data to determine supports and fade plans - Participate in monthly collaboration and communicate student progress - Embed math vocabulary, background knowledge, and representation routines into lessons	Progress of implementation 1. School leaders will use the district-developed fidelity monitoring tool aligned to the IPG to monitor and provide feedback to service providers throughout the school year according to the RTI Administration Manual and record in the district Academic Tracker. 2. Student attendance rate in tutoring, RTI, and SpEd services will be monitored by the principal and reported to the district quarterly in the Academic Tracker. District expectation is 90% attendance in sessions. 3. 75% of students in tutoring, RTI, and SpEd services will demonstrate at or above expected growth on the Winter and Spring Universal Screener. Each principal is responsible for gathering and reporting in the Academic Tracker and principal PLC. Progress toward improvement: 1. Quarterly benchmark results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals. 2. Universal Screener results will be recorded and analyzed by schools in the District Scorecard to show progress toward goals for grades K-8. Early Warning System will be used for grades 6-12 and managed in a separate google document due to confidentiality.		Tutoring Grant: $75,000 Title II: $160,000

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This goal not established.

Goal 4

Each year, over the next three years, we will improve the SWD, ED and ELL subgroup data in CCR and ACT. In the metrics of ACT, we will also improve the percentage of all students scoring above 21. In addition to maintaining a 95 or higher graduation rate, we will improve our SWD graduation rate.

College and Career Readiness All (2027) to 70 % (2029) Maintain Above 70%
Act All (2027)to 52.43% (2029) 59.96
Graduation Rate All (2027) to 95% (2029) Maintain Above 95%

College and Career Readiness SWD - from (2027) 47.47% to (2029) 59.4%
College and Career Readiness ED - from (2027) 62.35 to (2029) 66.4%
College and Career Readiness EL - from (2027) 10.5% to (2029) 42%

ACT SWD - from (2027)19.93% to (2029) 46.44%
ACT ED - from (2027) 25.75 to (2029) 49.16%
ACT EL - from (2027)10.5% to (2029) 42%

Graduation Rate SWD - From (2027) 80.80% to (2029) 88.32%

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	* College and Career Readiness All - Maintain 70% or Above College and Career Readiness SWD - from 47.47% to 51.45% College and Career Readiness ED - from 62.35 to 63.7% College and Career Readiness EL - 10.5% to 21% ACT All - from 48.67% to 52.43% ACT SWD - from 19.93% to 28.77% ACT ED - from 25.75 to 33.53% ACT EL - from 10.5% to 21% Graduation Rate All - Maintain 95% or Above Graduation Rate SWD - From 78.95% to 83.31%	* All measures for CCR Meets or exceeds 21 on ACT 31 on ASVAB Industry Certification of appropriate Tier Earns one or more Post Secondary Credits ACT outcome by subgroup, percent scoring above 21. Graduation rate by subgroup

2027-28	* College and Career Readiness All - Maintain 70% or Above College and Career Readiness SWD - 55.42% College and Career Readiness ED - 65.05% College and Career Readiness EL - 31.5% ACT All - 56.19% ACT SWD - 37.60% ACT ED - from 41.34% ACT EL - from 31.5% Graduation Rate All - Maintain 95% or Above Graduation Rate SWD - 85.81%	* All measures for CCR Meets or exceeds 21 on ACT 31 on ASVAB Industry Certification of appropriate Tier Earns one or more Post Secondary Credits Act outcome by subgroup, percent scoring above 21. Graduation rate by subgroup
2028-29	* College and Career Readiness All - Maintain 70% or Above College and Career Readiness SWD - 59.4% College and Career Readiness ED - 66.4% College and Career Readiness EL - 42% ACT All - 59.96% ACT SWD - 46.44% ACT ED - from 49.16% ACT EL - from 42% Graduation Rate All - Maintain 95% or Above Graduation Rate SWD - 88.32%	* All measures for CCR Meets or exceeds 21 on ACT 31 on ASVAB Industry Certification of appropriate Tier Earns one or more Post Secondary Credits Act outcome by subgroup, percent scoring above 21. Graduation rate by subgroup

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**
		$ 367,000.00	76,000 Title funding,

Use of HQIM To improve ACT outcomes and graduation rates, we are implementing High-Quality Instructional Materials (HQIM) across all tiers of learning for students in grades K-12. This approach ensures consistency through common instruction and shared assessments. Our Academic Chairs and Multi-Classroom Leaders (MCLs) are aligning pacing guides to bridge state standards with ACT expectations in all tested subject areas. This year, we will use 8th-grade and early freshman baseline data to customize ACT-aligned instruction for every student. To supplement this, we have integrated Horizon for grades 9-11 to provide ongoing exposure to ACT standards, establish student baselines, and set achievable growth goals. Furthermore, we are prioritizing instructional cohesiveness across all departments. We are committed to ensuring that all student subgroups have equitable access to HQIM. This means interventionists, tutors, and special education teachers will utilize the same grade-level, relevant materials as Tier I teachers. To support this, we are making collaborative planning a priority during in-service days and common planning blocks. Here is a list of best practices we expect to see in our schools. - Alignment: Curriculum Coaches, Academic Chairs and MCLs are synchronizing pacing guides to cover both State and ACT standards across all tested areas. - Data-Driven Instruction: We're using 8th-grade and freshman baseline tests to pinpoint exactly where students need ACT-specific support. - Targeted Practice: Through the Horizon program, students in grades 9-11 will gain regular exposure to ACT standards and work toward personalized goals. We also offer early-morning ACT review through LEAP and summer ACT bootcamp. - Total Cohesion: We are breaking down silos. All providers, including SPED, tutors, and interventionists, will use the same high-quality, grade-level materials as Tier I teachers. - Collaborative Time: We recognize that planning together is a challenge, so we are prioritizing shared time during in-service and common planning periods to ensure every educator is aligned.	Proof of our classroom walks (cycles), student work analyses and benchmark data. Following our district Curriculum Framework for guidance on the instructional cycle, including assessments. Benchmark Data - Evaluated 3 times a year and shared in principal PLC meetings including district data team and director of schools. Principal PLC reflections - Data reflection forms filled out by principals during PLC meetings. These are turned in to the director of schools. Horizon - Usage report, pre and post test data. Supported by high school administrator shared with secondary supervisor at least once per semester. In-service agenda for cohesiveness - On these school and district agendas there will be proof that we are providing time for all providers to plan together cohesively. These agendas are approved by building level principals and district supervisors.		

Data Conferencing Our commitment to career readiness in Bristol is anchored in a culture of continuous data conferencing. We believe every student should strive for a score of 21 or higher on the ACT to help meet the college and career readiness benchmark. To turn this goal into a reality, we engage in intentional data-driven conversations at every level of the academic journey. - Elementary Level: Data conferencing begins early, as we meet with families to discuss TCAP projections and foundational growth markers. - Middle School Level: These conversations evolve to include projected ACT data, allowing families and educators to begin co-constructing the High School and Beyond Plan. - High School Level: Data conferencing becomes highly personalized. Counselors integrate YouScience aptitude data with academic performance to refine course scheduling and finalize the graduation pathway including finalizing the High School and Beyond Plan for each student. By normalizing these data-focused meetings in all settings, from IEP meetings to parent-teacher conferences, we ensure that every family clearly understands their child's trajectory toward TCAP proficiency, ACT success, as well as College and Career Readiness.	Data conferencing records per school - Each school principal will manage the records documenting when they conference with students and families. This plan is shared and approved by supervisors. ACT projections - found in state reports, visited each semester in high school and yearly in K-8. Supported by district data analyst. TCAP projections - Visited yearly in K-8. Supported by district data analyst, curriculum team and school principal. IEP meetings - Required per the process. Supported by Sped director, principals, and teachers.	$ 367,000.00	68,000 Title I Funding
		$ 986,000.00	80,000 Perkins, 146,000 other grant funds, 14,000 Title Funding

Access to Opportunities and Career Development Our district is committed to a seamless K-12 trajectory that prioritizes College and Career Readiness (CCR) through intentional career exposure. This journey begins in elementary school, where our CTE Director and elementary teams design age-appropriate events tailored to student interests and emerging opportunities. We encourage at least one event a year in elementary schools. In middle school, we are leveraging the master schedule to maximize career exploration. Under the leadership of the building principals and the CTE Director, students engage in high-impact experiences such as BizTown and peer-mentoring sessions with high school students. To support the transition from middle school to high school, we offer a rising 9th grade academy to our most at-risk students that allows them opportunity to recover middle school credit and earn new high school credit in a small-group environment. Counselors provide support to these students as they prepare to select a career pathway. This alignment extends to our course offerings; middle schools provide high-school-credit courses that directly feed into high school programs of study. By earning these credits early, students create the necessary "white space" in their junior and senior schedules to pursue intensive CCR pathways, including Middle College, Ballad Academy, and off-site CTE opportunities. Also in middle school, students complete the YouScience interest inventory. This data serves as the foundation for scheduling meetings, allowing families and counselors to align a student's high school path with their natural aptitudes. As students transition to high school, we continue to refine our master schedules and optimize course substitutions to support specialized programming. Our goal is to ensure every CTE program is rigorous, meaningful, and culminates in a high-quality industry certification. We remain vigilantly focused on equitable access, specifically tracking and supporting our Economically Disadvantaged (ED) and Students with Disabilities (SWD) subgroups to ensure all students achieve CCR status. We believe that College and Career Readiness (CCR) is a journey, not a destination. Our strategy focuses on providing every student with early exposure and clear pathways to success. - Elementary (Awareness): We "spark" interest through age-appropriate career events coordinated by our CTE Director and elementary teams, focusing on student curiosity and local opportunities. - Middle School (Exploration): * On-Site Experiences: Students participate in hands-on learning through BizTown and high school outreach. o Strategic Scheduling: We offer high-school-credit courses in middle school to allow for "course-heavy" advanced programming (like Middle College or Ballad Academy) later in their journey. o Data-Driven Direction: Every student completes a YouScience inventory. We use this data during family conferences to guide elective choices and career planning before the freshman year begins. This process is supported by CTE Directors and school counselors. - High School (Preparation & Certification): * Master Schedule Alignment: We are optimizing our schedules to allow for course substitutions that support unique student goals as noted in their High School and Beyond Plan. o Industry Standards: Every CTE program is designed to be meaningful, leading toward high-quality industry certifications. o Equity in Outcomes: We actively monitor participation and success data for all subgroups. We are specifically dedicated to increasing CCR attainment for our ED and SWD populations through targeted support and frequent data conferencing.	Completion of career aptitude test (YouScience) - Every middle school student will take the YouScience inventory during middle school. Counselors, CTE Director and principal. Master schedule TMS and THS - Each year the school principals and the secondary supervisor settle on the courses offered in the master schedule. This is completed by April of each year. Documentation of Special CTE event elementary - Elementary will plan and support at least one special event per year. Counseling Collaboration Meeting - Each year CTE Director, Principals, Secondary Supervisor and Counselors for middle and high school meet to discuss programing needs and student interest surveys. CCR Data Reporting - CCR data is tracked on a shared document and placed in our shared data folder. This process is supported by our Data Analyst, School Admin and Counselor. We check in on this process 3 times a year. One-page flyer offering for CTE at Middle and High School - Each year prior to freshman orientation, counselors, CTE director, Secondary Supervisor and School Administration revisits and updates a one-page flyer promoting career based opportunities.		

Goal 1

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Goal Statement 1: 3rd Grade ELA Proficiency

70 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2030

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	37.6	3rd Grade ELA TCAP
Year 2: 2024-2025 school year (Use previous outcome)	45%	3rd Grade ELA TCAP
Year 3: 2025-2026 school year (Use actual outcome)	60.5	3rd Grade ELA TCAP

* Check the response that best describes the progress made on the 2025-26 target toward Goal 1.

- (●) Exceeded target
- ( ) Met target
- ( ) Increased but did not meet target
- ( ) Did not make progress toward target
- ( ) End of year outcome data for 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

BTCS exceeded the third grade target. Meaningful progress was observed in third grade proficiency. For the upcoming school year, schools will continue to implement the strategies outlined in district and school plans. Schools will continue to place emphasis on executing Acceleration for All and HQIM Cycles of Continuous Improvement. Specific connections will be made to lesson preparation and student work analysis. Additionally, needs have been identified in the area of instructional cohesion across other service providers in support roles. This is an area that will remain a focus are in the upcoming school year. Involving service providers in the cycles of continuous improvement will provide professional development in how to work with general education, HQIM, and grade level standards.

Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.

igh-dosage, low-ratio academic tutors (approx. $745,000); Elementary Academic Coaches to support tutors, RTI interventionists, SPED and EL teachers (approx. $265,000); Program Assistants at the elementary level to support various building-level teacher and administrative needs (approx. $560,000)	$ 1,570,000.00	igh-Dosage, Low-Ratio Academic Tutors-10 full-time certified teachers at the elementary level. The placement of two tutors per elementary building positively impacted the students they served. To further strengthen this strategy, we will continue developing tutors' instructional capacity to ensure alignment with grade-level standards and instructional coherence. Elementary Academic Coaches 1 coach per elementary school (5 total) The addition of one academic coach per school has had a meaningful impact across multiple areas. Coaches provide targeted support to academic tutors, RTI interventionists, special education teachers, and EL teachers, contributing to improved instructional practices and collaboration. Program Assistants 1 per elementary school (5 total) This investment has shown effectiveness in supporting school operations and instructional focus. We continue to prioritize professional development to build the capacity of all program assistants. This will enable them to better support school functions and allow principals to concentrate more on instructional leadership.

Goal 2

Bristol City Schools (821) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

70% of students will score proficient on the ELA and Math 3-8 TCAP by 2030.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Actual Score ELA: 40.1 Actual Score Math: 44.2	All Grades ELA TCAP All Grades Math TCAP
Year 2: 2024-2025 school year (Use previous outcome)	Actual Score ELA: 44 Actual Score Math: 47.7	All Grades ELA TCAP All Grades Math TCAP
Year 3: 2025-2026 school year (Use actual outcome)	Actual Score ELA: 45.6 Actual Score Math: 49.9	All Grades ELA TCAP All Grades Math TCAP

* Check the response that best describes the progress made on the 2025-26 target toward Goal 2.

- ○ Exceeded target
- ○ Met target
- ◉ Increased but did not meet target
- ○ Did not make progress toward goal
- ○ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

While BTCS did not meet the Year 1 goal target, the district saw meaningful progress in 3-8 ELA and Math TCAP scores. ELA student proficiency increased from 44% to 45.6%. Math student proficiency increased from 47.7% to 49.9%. This growth reflects the dedication of the district and school teams, who have closely analyzed student performance data to identify key areas for improvement in the 2025-2026 school year.

Moving forward, schools will continue to implement the strategies outlined in their individual plans, aligned with the district's overarching goals. Based on our analysis, we will place greater emphasis on executing full HQIM Cycles of Continuous Improvement, with a specific focus on strengthening the connection between lesson preparation and student work analysis. This work is led by school instructional coaches and academic chairs. Bristol has identified a need for greater focus on supporting the needs of individual students. To address this, the district will continue to focus on student work analysis while implementing a focus on Core Action Four during the learning walk cycle.

In addition, a specially designed instructional model for students with disabilities will be implemented this year. Teams will receive training and begin learning to design instruction for each student in cohesion with the classroom teacher and support providers. This will strengthen each team's understanding of the needs of each child and how to support them to reach mastery of grade-level standards.

Goal 2 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.

High-dosage, low-ratio academic tutors (approx. $745,000); Elementary Academic Coaches to support tutors, RTI interventionists, SPED and EL teachers (approx. $265,000); Program Assistants at the elementary level to support various building-level teacher and administrative needs (approx. $560,000); AimsWeb subscriptions for Universal Screener and Progress Monitoring (approx. $37,000); Mastery Connect platform to create and administer quarterly benchmarks and common unit assessments (approx. $65,000)	$ 1,672,000.00	High Dosage Low Ratio Academic Tutors: The investment in placing two academic tutors in each elementary school has had a measurable and positive impact on student success. Tutors have provided targeted support that complements Tier I instruction, allowing students who need additional help to engage with grade-level content more effectively. Their small-group interventions have led to increased student confidence, improved foundational skills, and stronger academic utcomes, particularly in literacy and math. Additionally, tutors have helped reduce instructional gaps by reinforcing key standards and providing immediate feedback, which has accelerated learning for many students. Moving forward, we will continue to build tutors' instructional capacity to ensure their work remains tightly aligned with grade-level standards and district instructional priorities. Elementary Academic Coaches and Secondary Academic Chairs: This investment has yielded positive outcomes across multiple areas. These instructional leaders have extended their support beyond classroom teachers to include academic tutors, RTI interventionists, special education teachers, and EL teachers, strengthening instructional practices and collaboration across roles. Program Assistants: Program assistants have contributed meaningfully to our progress toward district goals. By assuming key administrative responsibilities, they have enabled principals to dedicate more time to instructional leadership activities such as teacher evaluations, classroom walkthroughs, and supporting HQIM cycles of continuous improvement. Assessment Tools: AimsWeb Universal Screener & Mastery Connect Benchmark Assessments These tools have significantly advanced our ability to monitor progress toward learning goals. They provide actionable data that empowers both administrators and teachers to analyze student performance and adjust instruction to meet individual learning needs.

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☐ This goal not established.

Goal Statement 3:

Our goal is to create an individualized program that will allow students to be College and/or Career post-graduation. Each student will be supported by an individualized career plan to ensure they are Future Ready.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Increase the percent of students scoring 21 or higher on the ACT from 38% to 43% Increase graduation rate from 90% to 92% Increase Ready Grad Rate from 45.6% to 55%	- ACT scores - Graduation rate - Ready Grad Rates
Year 2: 2024-2025 school year (Use previous outcome)	Increase the percent of students scoring 21 or higher on the ACT from 43% to 46% Increase graduation rate from 92% to 94.2% Increase Ready Grad Rate from 55% to 65%	- ACT scores - Graduation rate - Ready Grad Rates
Year 3: 2025-2026 school year (Use actual outcome)	End of year outcome data for this year is not yet available.	- ACT scores - Graduation rate - Ready Grad Rates

* Check the response that best describes the progress made on the 2025-26 target toward Goal 3.

- ○ Exceeded target
- ○ Met target
- ○ Increased but did not meet target
- ○ Did not make progress toward goal
- ◉ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Every student has an individualized career plan that we use to also support Graduation Rate and the rate o f student considered Ready Graduates. This individual plan will transition to the required High School and Beyond plan. We start this planning process with 8th graders. Our students continue to improve our average composite rate. Supporting individualize focus carried over from goals 1 and 2 as student plan for career readiness. We will continue to monitor the roles of Graduation Coach, Sped Graduation Coach, WBL Coordinator and staff at Viking Academy to make sure they are supporting this improvement of this goal.

Update this with new data when ready - We showed improvement in the percent of students scoring over 21 on the ACT. Our goal was 46% and we improved from 41.2%

Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Support staffing at Viking Academy including core general education teachers, alternative learning, intervention and special education services (approx.$560,000); Academic Chairs to support classroom teachers through learning walks and professional development sessions and to assist with school level leadership initiatives. Career and graduation coaching has also been a focus of ours both at Viking Academy, TOPS and THS. We would also name the efforts put into place in our middle school learning environment to support career development, ACT, and high school scheduling. This includes taking high school credit courses.	$ 1,494,000.00	We feel being more organized and intentional for how we roll out CTE and career opportunities is a critical shift for us during registration and earlier in the learning process. Adding 3 CTE programs of study into our 6-8 campus in addition to Career Exploration has created an amazing energy around career development. This energy had positively impacted our Ready Grad Rate (soon to be CCR) and out Graduation Rate. 583,000 is an estimated cost of these additions in our middle school. We will continue this investment and we predict the addition of programs will fund themselves within the TISA funding model after the first lag year. This past year was our first full year using Horizon as our ACT preparation program. After seeing improvement in our ACT data, we have elected to continue the program implementation. Estimated cost with programing, adjusted scheduling and training is around 127,000. Finally, we are proud to offer several supports to help with the graduation rate that are specific to individual student needs. We reflect on the addition of a Graduate on Time program. This program gives individual support to student in the exact classes they need to graduate. Once the classes are completed then they graduate on the spot in real time. We have added graduation coaches to support all students as they strive to graduation and enter further studies or the work force. In the past year, we have celebrated improved success rate in our graduation rate This program estimated cost is around 97,000. We will continue to invest in this program as we collect additional data related to graduation. This is an on-campus support. In addition to the Graduation on Time Program and graduation coaching, we also have a host of programs with much needed individual support at our Viking Academy. Estimated cost 590,000.

Public Comment and Board Approval

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Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Details	Answer
Date(s) of opportunity for local public comment	9-28-26 Discussed in Leadership Team Meeting 10-1-26 TISA report updated and posted on our web page open for comment. Shared publicly on social media outlets. We do leave it open from Oct to Oct each year for ongoing feedback 10--2-26 Shared with Staff Advisory Members 10-2-26 Shared in Employee Communication Newsletter to the entire district 10-6-26 Shared at City Council 10-6-26 Shared with BTCS Foundation 10-8-26 Shared with the Board Members for feedback at Work Session 10-8-26 Shared at Foundation Meeting 10-19-26 Shared during Board Meeting to the public. Showed the web page and the feedback form 10-19-26 Board will officially approve however public feedback will remain open throughout the school year.
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	The current TISA report is shared with our Board members at work session, and at a public Board Meeting. The report is also shared with the general public on social media, and through normal news media outlets. This year we have added, Staff Advisory Communication, Staff Employee Communication (newsletter), Bristol City Council report and BTCS Foundation Meeting to list local comment opportunities. See description in the above box with list of dates.
Summary of public comment received. If no comments were received, state, "None received."	In the process of collecting feedback.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	In the process of collecting feedback.

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

☐ Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.

☐ Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.