# Kate Bond Middle School Annual Plan (2024 - 2025)

# Last Modified at Sep 05, 2024 01:22 PM CDT

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| **[G 1] Reading/Language Arts** By Spring 2025 we will improve OT/M in literacy/ELA from 18% (SY2023) to 22.5% (SY2025) for grades 6-8, including TSI identified subgroups: Black/Hispanic/Native American, English Learners, and Hispanics. **Performance Measure** \* Quarterly Formative Assessments and TNReady assessment data will be utilized to determine if the goal is met. \* African Americans - will increase their Quarterly Formative Assessment score from 24.6% to 30% - On Track/Mastery \* Economically Disadvantaged - will increase their Quarterly Formative Assessment score from 21.8% to 27% - On Track/Mastery \* White - will increase their Quarterly Formative Assessment score from 31.3% to 36.3% - On Track/Mastery \* Hispanic will increase their Quarterly Formative Assessment score from 7.4% to 12.4% - On Track/Mastery \* School-wide ELA Quarterly Formative Assessment scores will increase from 24.6% to 30% On Track/Mastery   RTI Screening and Progress Monitoring  \* Screening through AimsWeb (Bottom 15% screened for RTI2-A) \* Progress monitoring through AimsWeb and I-Ready (Tier III: 0-9th percentile, Tier II: 10-24th percentile) | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Standard Aligned Core Instruction** Provide daily access to a rigorous Reading/Language Arts curriculum that will develop students’, including our targeted subgroups, B/H/N, EL, and Hispanic, deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** \*\*Benchmark Indicator\*\* - TSI identified subgroups Black/Hispanic/Native American, English Learners, and Hispanics will perform at or above 70% on Quarterly Formative Assessments (Fall, Winter and Spring) which aligns with core instructional standards for the specific quarter.  Classroom observations using a Classroom Walk-through Protocol and Debriefing Document will provide Kate Bond with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.  \*\*Implementation\*\*  \* Quarterly progress reports and report cards. \* Quarterly Pre- and Post- Assessments to measure effectiveness of our Intervention classes \*(ELA Power standards reinforced)\*, as well as student growth. \* Quarterly Assessments to measure effectiveness of our Intervention class on our focus subgroups \*(Black/Hispanic/Native American, English Learners, and Hispanic) \*students' growth. \* Quarterly Formative Assessments     \*\*Effectiveness\*\*  Quarterly assessments will show 25% or more of ELA students will score at least 70% mastery on Quarterly Formative Assessment   Quarterly assessments will show 25% or more of ELA students with at least 70% mastery on the Pre- and Post Assessment  Quarterly assessments will show 25% or more of ELA students with at least 70% mastery in our Intervention class with a focus on the subgroups: Black/Hispanic/Native American, English Learners, and Hispanic students' growth.  Quarterly assessments will show student growth by 1 letter grade on the progress reports and report cards. | **[A 1.1.1] 90-minute planning** Provide teachers with a 90-minute collaborative planning time that occurs weekly. The ELA teachers' 90 minute planning session will be held twice a week, 45 minutes each session, during planning. At the collaborative planning meeting, teachers will do the following:  \* Agenda \* Sign-in sheet \* Complete a PLC Protocol form prior to the meeting. \* Deliberate Practice exercise \* Unpack the standards taught in the upcoming lessons \* Identify anticipated student misconceptions and strategies to address them \* Participate in deliberate practice \* Grade Level meetings \* Identify strategies and scaffolds for focus subgroups \*(White, Economically Disadvantaged, Hispanic, and African American Students)\* who require additional support. | Taquanya Thompson, ELA | 05/30/2025 | Title 1 |  |
|  | **[A 1.1.2] Kate Bond Support Den** The Kate Bond Support Den will supply the teachers with necessary supplies, materials, equipment, and support for classroom instruction. Supply list: copy paper \*(white & color)\*, dry erase markers, erasers, sharpies, pens, pencils, chart paper, presentation clickers, document cameras, staplers, staples, paper clips, masking tape, pencil sharpeners, binders, post-it notes, binder clips, manila folders, sheet protectors, rulers, index cars, notebook paper, glue, permanent markers, batteries, presentation boards, laminating film, poster-maker equipment, and\* \*ink cartridges \*(copy machines).\* | Taquanya Thompson, PLC Coach | 05/30/2025 | Title 1 |  |
|  | **[A 1.1.3] After-school Tutoring (Extended Learning)** \*\*Support the successes of the identified academic goals through after-school tutoring for at-risk students and those in need of additional support, with a focus on our targeted focus groups \*(White, Economically Disadvantaged, Hispanic, and African American Students). \*Virtual or in person, these students will be provided an additional 1 hour session, \*twice\* \*a week\*, for a unique learning experience to improve academic performance, retention, and personal growth, after the regular school day. This session will be created by the teacher to address the specific needs of the students. | Tquanya Thompson, PLC Coach and Shereka Wright, Asst. Principal | 05/30/2025 | Title 1 |  |
|  | **[A 1.1.4] ESL Walk-through Tool** \*\*The ESL walk-through tool will be used to ensure that ESL students are receiving appropriate strategies and scaffolds for Tier I instruction. These are strategies that both Content and ESL teachers can utilize.      ESL students ILP's will be monitored by Ellevation Education to ensure that they are meeting their expected growth rate. | Porsche Matthews, Steve Mitchell, Jennifer Rader, Indygo Tabb, and Christy Zelinsky - ESL Teachers | 05/30/2025 | Title 1 |  |
|  | **[A 1.1.5] Educational Software** The primary benefit of using the educational software in the classroom is that it offers students, a wide variety of options for learning, solve academic problems, connect with classmates, have complete control of their experience. This software will be for ALL students in grades 6-8 in Math, ELA. Science and Social Studies. | Taquanya Thompson, PLC Coach | 05/30/2025 | Title 1 |  |
| **[S 1.2] Professional Development** Professional development will be provided to teachers, administrators, and instructional leaders on how to articulate instructional tasks and skills that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.  Benchmark Indicator TEM Observation Data  \* 95% of all teachers will earn a TEM score of Level 3 or above. \* 85% of all teachers will earn a TEM score of Level 4 or above.     TN Level of Effectiveness  \* 90% of all teachers will earn a TN LOE score of Level 3 or above. \* 85% of all teachers will earn a TN LOE score of Level 4 or above.     We will utilize the walk-through forms that have been developed by Kate Bond Middle School, and more broadly reflected in the TEM rubric. After each Professional Development cycle, teachers will submit a reflection on the Professional Development session, and complete a Teacher Survey Assessment, which will serve as a pulse check to see if the teacher requires additional support, which will be will be provided through coaching.  Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. **Benchmark Indicator** \*\*Implementation\*\*  Annually TEM Observation  Bi-weekly Informal Observations  Weekly PLC Meetings      \*\*Effectiveness\*\*  Annually, 90% of all teachers will earn a TN LOE score of Level 3 or above.  85% of all teachers will earn a TN LOE score of Level 4 or above.  Informal Observation will be held bi-weekly to strengthen teacher's pedagogy.  PLC meetings will be held bi-weekly to grow teachers' knowledge and sharpen their teaching skills. | **[A 1.2.1] Kate Bond University: In-House Professional Development Opportunity** Through our in-house professional development program, teachers will be provided opportunities to share their expertise with and learn from colleagues and the administration team. | Christopher Murrah, Principal | 05/30/2025 | Title 1 |  |
|  | **[A 1.2.2] Teacher Support** The Administrative lead for ELA, and the ELA Instructional Facilitator will be responsible for the following:  \* Informal observations weekly with teacher feedback from the coach \* Overview of lesson plans with weekly feedback \* Weekly ELA collaborative meetings \* Deliberate Practice \* One-on-one conferences with teachers and coach \* Weekly student review data \* Professional development sessions based on trends | Taquanya Thompson, ELA Facilitator | 05/30/2025 | Title 1 |  |
|  | **[A 1.2.3] Out of Town Learning for the Administrative Team & Teachers** Out of Town Professional Development opportunities will be available for the Administrative Team and teachers. These Professional development sessions will keep teachers and administrators up to date on new curriculum resources, new findings on how children learn, and new technological tools for the classroom. PD in education is important because what teachers do in the classroom has a big impact on student learning. | Taquanya Thompson, PLC Coach | 05/30/2025 | Title 1 |  |
| **[S 1.3] Targeted Intervention and Personalized Learning** Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** \*\*Benchmark Indicator\*\* - TSI identified subgroups Black/Hispanic/Native American, English Learners, and Hispanics will perform at or above 70% on Quarterly Formative Assessments (Fall, Winter and Spring) which aligns with core instructional standards for the specific quarter.  Classroom observations using a Classroom Walk-through Protocol and Debriefing Document will provide Kate Bond with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.      \*\*Implementation\*\*  Quarterly Formative Assessments  Quarterly Pre and Post Assessments  Quarterly progress reports and report cards          \*\*Effectiveness\*\*  Quarterly Formative Assessments will show that 25% students should perform at or above 70% on Quarterly Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Quarterly assessments will show 25% or more of ELA students with at least 70% mastery on the Pre- and Post Assessment  Quarterly Formative Assessments will show 25% or more of ELA students with at least 70% mastery in our Intervention class with a focus on the subgroups: Black/Hispanic/Native American, English Learners, and Hispanic students' growth.  Quarterly assessments will show student growth by 1 letter grade on the progress reports and report cards. | **[A 1.3.1] RTI & Sped** Provide RTI and/or Sped support to students who require additional individualized instructional resources in English Language Art with a focus in reading comprehension and fluency. Students are provided interventions designed to meet their specific needs, and student progress is monitored weekly or every other week in Aimsweb to measure changes in each student’s individual skills. Target groups, \*(White, Economically Disadvantaged and African-American),\* have been identified for additional targeted support with one-on-one and/or small group settings. | Felecia Brewer-Ross, RTI; Michael Kearner, Sped; Heather Shove, Sped; Octavia Mack, Sped; Chloe Hardy, Sped; Sherri Williams, Sped | 05/30/2025 | Title 1 |  |
|  | **[A 1.3.2] After-school Tutoring (Extended Learning)** Support the successes of the identified academic goals through after-school tutoring for at-risk students and those in need of additional support, with a focus on our targeted focus groups \*(Black/Hispanic/Native American. English Leaner, Hispanic). T\*hese students will be provided an additional 2 hour session, \*twice a week\*, for a unique learning experience to improve academic performance, retention, and personal growth, after the regular school day. This session will be created by the teacher to address the specific needs of the students. | Shereka Wright, Asst. Principal | 05/30/2025 | Title 1 |  |
| **[G 2] Mathematics** By Spring 2024 we will improve OT/M in Math from 8.3% (SY2023) to 13.9% (SY2025) for grades 6-8,including TSI identified subgroups: Black/Hispanic/Native American, English Learners, and Hispanics. **Performance Measure** Quarterly Formative Assessment and TNReady data will be used to determine if the goal was met.  \*\*Focus Subgroups:\*\*  \* African Americans - will increase their Quarterly Formative Assessment score from 5.8% to 14% \* Economically Disadvantages - will increase their Quarterly Formative Assessment score from 8% to 14%. \* White - will increase their Quarterly Formative Assessment score from 11.4% to 16%. \* Hispanic - will increase their Quarterly Formative Assessment score from 7.9% to 12.9%. \* School-wide - Quarterly Formative Assessment scores increasing them from 9% to 14%     Students should perform at or above 70% on Quarterly Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  RTI Screening and Progress Monitoring -Performance Measure  \* Screening through AimsWeb (Bottom 15% screened for RTI2-A) \* Progress monitoring through AimsWeb and I-Ready (Tier III: 0-9th percentile, Tier II: 10-24th percentile) | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard Aligned Core Instruction** Provide daily access to a rigorous Math curriculum that will develop students’, including our targeted subgroups, B/H/N, EL, and Hispanic, deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** TSI identified subgroups Black/Hispanic/Native American, English Learners, and Hispanics will perform at or above 70% on Quarterly Formative Assessments (Fall, Winter and Spring) which aligns with core instructional standards for the specific quarter.      Classroom observations using a Classroom Walk-through Protocol and Debriefing Document that will provide Kate Bond with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.  \*\*Implementation\*\*  \* Quarterly progress reports and report cards. \* Pre- and Post- Assessments to measure effectiveness of our Intervention classes \*(ELA Power standards reinforced)\*, as well as student growth. \* Quarterly Assessments to measure effectiveness of our Intervention class on our focus subgroups \*(Black/Hispanic/Native American, English Learners, and Hispanic) \*students' growth. \* Quarterly Formative Assessments         \*\*Effectiveness\*\*  Quarterly assessments will show 15% or more of Math students will score at least 70% mastery on Quarterly Formative Assessment   Quarterly assessments will show 15% or more of Math students with at least 70% mastery on the Pre- and Post Assessment  Quarterly assessments will show 15% or more of Math students with at least 70% mastery in our Intervention class with a focus on the subgroups: Black/Hispanic/Native American, English Learners, and Hispanic students' growth.  Quarterly assessments will show student growth by 1 letter grade on the progress reports and report cards. | **[A 2.1.1] 90 minute planning** Provide teachers with a 90-minute collaborative planning time that occurs weekly. The Math teachers' 90 minute planning session will be held twice a week, 45 minutes each session, during planning. At the collaborative planning meeting, teachers will do the following:  \* Agenda \* Sign-in sheet \* Complete a PLC Protocol form prior to the meeting. \* Deliberate Practice exercise \* Unpack the standards taught in the upcoming lessons \* Identify anticipated student misconceptions and strategies to address them \* Participate in deliberate practice \* Identify strategies and scaffolds for focus subgroups \*(White, Economically Disadvantaged, Hispanic, and African American Students)\* who require additional support. | Candice Eddins, Math Facilitator | 05/30/2025 | Title 1 |  |
|  | **[A 2.1.2] Kate Bond Support Den** The Kate Bond Support Den will supply teachers with the necessary materials, equipment, and support for classroom instruction. Supply list: copy paper \*(white & color)\*, dry erase markers, sharpies, pens, pencils, chart paper, presentation clickers, document cameras, staplers, staples, paper clips, masking tape, pencil sharpeners, binders, post-it notes, binder clips, manila folders, sheet protectors, batteries\*(calculators), laminating films, poster-maker equipment, and \*ink cartridges (\*copy machines).\* | Taquanya Thompson, PLC Coach | 05/30/2025 | Title 1 |  |
|  | **[A 2.1.3] After-school Tutoring (Extended Learning)** Support the successes of the identified academic goals through after-school tutoring for at-risk students and those in need of additional support, with a focus on our targeted focus groups \*(White, Economically Disadvantaged, Hispanic, and African American Students). \*Virtual or in person, these students will be provided an additional 1 hour session, \*twice a week\*, for a unique learning experience to improve academic performance, retention, and personal growth, after the regular school day. This session will be created by the teacher to address the specific needs of the students. | Shereka Wright, Asst. Principal | 05/30/2025 | Title 1 |  |
|  | **[A 2.1.4] ESL Walk-through Tool** The ESL walk-through tool will be used to ensure that ESL students are receiving appropriate strategies and scaffolds for Tier I instruction. These are strategies that both Content and ESL teachers can utilize.  ESL students ILP's will be monitored by Ellevation Education to ensure that they are meeting their expected growth rate. | Steve Mitchell, Porsche Matthews, Jennifer Rader, Indygo Tabb, Christy Zelinski - ESL Teachers | 05/30/2025 | Title 1 |  |
|  | **[A 2.1.5] Educational Software** The primary benefit of using the educational software in the classroom is that it offers students, a wide variety of options for learning, solve academic problems, connect with classmates, have complete control of their experience. This software will be for ALL students in grades 6-8 in Math, ELA. Science and Social Studies. | Taquanya Thompson, PLC Coach | 05/30/2025 | Title 1 |  |
| **[S 2.2] Professional Development** Professional development will be provided to teachers, administrators, and instructional leaders on how to articulate instructional tasks and skills that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.  Benchmark Indicator TEM Observation Data  \* 95% of all teachers will earn a TEM score of Level 3 or above. \* 85% of all teachers will earn a TEM score of Level 4 or above.     TN Level of Effectiveness  \* 90% of all teachers will earn a TN LOE score of Level 3 or above. \* 85% of all teachers will earn a TN LOE score of Level 4 or above.     We will utilize the walk-through forms that have been developed by Kate Bond Middle School, and more broadly reflected in the TEM rubric. After each Professional Development cycle, teachers will submit a reflection on the Professional Development session, and complete a Teacher Survey Assessment, which will serve as a pulse check to see if the teacher requires additional support, which will be will be provided through coaching.  Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. **Benchmark Indicator** \*\*Implementation\*\*  Annually TEM Observation  Bi-weekly Informal Observations  Weekly PLC Meetings      \*\*Effectiveness\*\*  Annually, 90% of all teachers will earn a TN LOE score of Level 3 or above.  85% of all teachers will earn a TN LOE score of Level 4 or above.  Informal Observation will be held bi-weekly to strengthen teacher's pedagogy.  PLC meetings will be held bi-weekly to grow teachers' knowledge and sharpen their teaching skills. | **[A 2.2.1] Kate Bond University: In-House Professional Development** Through our in-house professional development program, teachers will be provided opportunities to share their expertise with and learn from colleagues and the administration team. | Christopher Murrah, Principal | 05/30/2025 |  |  |
|  | **[A 2.2.2] Teacher Support** The Administrative lead for Math, and the Math Instructional Facilitator will be responsible for the following:  \* Classroom drop-ins weekly with teacher feedback from the coach \* Overview of lesson plans with weekly feedback \* Weekly Math collaborative meetings \* Deliberate Practice \* One-on-one conferences with teachers and coach \* Weekly student review data \* Professional development sessions based on trends | Candice Eddins, Math Facilitator | 05/30/2025 |  |  |
|  | **[A 2.2.3] Out of Town Learning for the Administrative Team and Teachers** Out of Town Professional Development opportunities will be available for the Administrative Team and teachers. These Professional development sessions will keep teachers and administrators up to date on new curriculum resources, new findings on how children learn, and new technological tools for the classroom. PD in education is important because what teachers do in the classroom has a big impact on student learning. | Taquanya Thompson, PLC Coach | 05/30/2025 |  |  |
| **[S 2.3] Targeted Interventions and Personalized Learning,** Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.  \*\* \*\*  \*\* \*\* **Benchmark Indicator** \*\*Benchmark Indicator\*\* - TSI identified subgroups Black/Hispanic/Native American, English Learners, and Hispanics will perform at or above 70% on Quarterly Formative Assessments (Fall, Winter and Spring) which aligns with core instructional standards for the specific quarter.  Classroom observations using a Classroom Walk-through Protocol and Debriefing Document will provide Kate Bond with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.      \*\*Implementation\*\*  Quarterly Formative Assessments  Quarterly Pre and Post Assessments  Quarterly progress reports and report cards          \*\*Effectiveness\*\*  Quarterly Formative Assessments will show that 15% students should perform at or above 70% on Quarterly Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Quarterly assessments will show 15% or more of Math students with at least 70% mastery on the Pre- and Post Assessment  Quarterly Formative Assessments will show 15% or more of Math students with at least 70% mastery in our Intervention class with a focus on the subgroups: Black/Hispanic/Native American, English Learners, and Hispanic students' growth.  Quarterly assessments will show student growth by 1 letter grade on the progress reports and report cards. | **[A 2.3.1] RTI & Sped** Provide RTI and/or Sped support to students who require additional individualized instructional resources that will focus on basic math skills such as: multiplication facts, division, GCF, graphing, fractions... Students are provided interventions designed to meet their specific needs, and student progress is monitored weekly or every other week to measure changes in each student’s individual skills.. Target groups, \*(White, Economically Disadvantaged and African-American),\* have been identified for additional targeted support with one-on-one and/or small group settings. | Michael Kearney, Chloe Hardy, Octavia Mack, Heather Shove, Sherri Williams - Sped Teachers | 05/30/2025 | Title 1 |  |
|  | **[A 2.3.2] After-school Tutoring (Extended Learning)** Support the successes of the identified academic goals through after-school tutoring for at-risk students and those in need of additional support, with a focus on our targeted focus groups \*(Black/Hispanic/Native American, English Learners, Hispanic). \*Virtual or in person, these students will be provided an additional 2 hour session, \*twice\* \*a week\*, for a unique learning experience to improve academic performance, retention, and personal growth, after the regular school day. This session will be created by the teacher to address the specific needs of the students. | Shereka Wright, Asst. principal | 05/30/2025 | Title 1 |  |
| **[G 3] Safe and Healthy Students** Kate Bond Middle School will increase its daily attendance rate from 92.5% (2023-2024) to 97% (2025). Additionally, KBMS will decrease its discipline rate from 19.4% (2023-2024) to 8.0% (2025). **Performance Measure** \*\*Discipline Data\*\*  The discipline rate for the SY 2023-2024 is 8%. Effective measure will be put in place to reach that goal.      \*\*Attendance Data\*\*  The attendance rate for the SY 2023-2024 is 97%. Effective measure will be put in place to reach that goal. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 3.1] Attendance and Behavior Interventions and Supports** Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** \*\*Implementation\*\*  Daily PowerSchool reports  Weekly Power BI  Discipline Support Room          \*\*Effectiveness\*\*  Daily attendance reports run through PowerSchool by the Attendance Specialist to obtain 97% attendance rate.  At-risk Student progress monitoring by administration through Power BI weekly to decrease student behavior by 3%.  Weekly discipline reports run through Power BI to decrease student behavior by 3%. | **[A 3.1.1] RTIB** \* Improve home-school communication when a student is absent. Build upon our system that tracks student attendance, sets a threshold (3 absences and 5 absences), and then requires the grade level guidance counselor (at 3 absences) and School Attendance Specialist (at 5 absences) to reach out to that child and his/her parent to uncover the issue and make efforts to help that child come to school. This will occur before the SRT letter is sent home. This student can be put on an "absenteeism plan" based on his or her particular case. Caring for students who are absent goes a long way. This year, this system can be monitored at the end of each nine weeks to collect impact data in order to refine the system, with particular attention on our focus target groups \*(White, Economically Disadvantaged, African Americans, and Students with Disabilities).\* Create rewards system for students with stellar attendance. \* Change the way in which the substitute teachers are assigned so that students are not split up. Create a system for teacher absenteeism much like the one for students. Offer 9-week and interim incentives vs. end-of-year incentives. Set up employee attendance plans for chronic offenders. Develop a protocol for what happens when a teacher resigns or is promoted. \* Set school attendance goals for each nine weeks. Monitor, review the goal with the school and report it often. Make it a competition with rewards for best attendance.  \* SART letters are sent out in a timely manner. \* Teachers monitor students’ absences and contact parents when a student has 3 unexcused absences. \* Notes are entered into PowerSchool in a timely manner. \* Parents of chronically absent students are required to attend a mandatory meeting with the principal and a school administrator. \* Parents of students with perfect attendance for a grading period have the opportunity to win gift cards to be presented during the Awards Day Program. \* Grade Level Counselors will call students when they are absent. \* Grade Level Counselors will schedule small group sessions on\* (Character Education, Social Emotional Learning, Career Exploration, Learning Styles, Test Taking Skills, Academic Behavior, Bullying, and Study Skills).\* | Sourou Jones, Asst. Principal | 05/30/2025 | Title 1 |  |
|  | **[A 3.1.2] School Disciplinary** This process will allow the Administrators to:  \* Actively monitor class transitions \* Establish a positive climate for the grade level halls \* Be on hand to provide quick, firm, and wise handling of any discipline problems \* Establish a rapport with the teachers and students \* House ISS students \* Support teachers during instruction\* (drop-ins)\* | Sourou Jones, Asst. principal | 05/30/2025 | Title 1 |  |
|  | **[A 3.1.3] Functional Behavior Assessment** Functional Behavior Assessment is a plan that's put in place for Students with Disabilities. After the 5th day of suspension, the Sped teachers can request a meeting with the parent to give consent to a Functional Behavior Assessment. After this assessment the school tracks data to eliminate behavior, which will lead to a Behavior Intervention. This plan is designed to help Students with Disabilities eliminate behavior and be successful in school. | Michael Kearney, Fririka Marshall, Kyna Stanfield - Sped Teachers | 05/30/2025 | Title 1 |  |
|  | **[A 3.1.4] Responsive Class** \*Responsive Classroom\* is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.  \*Responsive Classroom\* is an approach to teaching based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning.  The \*Responsive Classroom\* approach consists of a set of practices and strategies that build academic and social-emotional competencies. This approach works well with many other programs and can be introduced gradually into a teacher’s practice.  This approach will ensure that the needs of White, African Americans and Economically Disadvantaged groups continue to be addressed. | Sourou Jones, Asst. principal | 05/30/2025 | Title 1 |  |
| **[S 3.2] Professional Development** Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** \*\*Implementation\*\*  20 days Discipline and Attendance Reports  20 days Fidelity Checks          \*\*Effectiveness\*\*  Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development, by decreasing by 5% .   Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting, by decreasing by 5%. | **[A 3.2.1] Professional Learning** Through our in-house professional development program, teachers will be provided opportunities to share their expertise with and learn from colleagues. With the District's initiative to implement social-emotional learning into the curriculum, this year's iteration of KBU will include professional development opportunities that focus on understanding how to better engage our identified focus groups \*(Black/Hispanic/Native Americans, English Learners, Hispanic). \* | Christopher Murrah, Principal | 05/30/2025 | Title 1 |  |
|  | **[A 3.2.2] Professional Out of Town for the Administrative Team and Teachers** Out of Town Professional Development opportunities will be available for the Administrative Team and teachers. These Professional development sessions will keep teachers and administrators up to date on new curriculum resources, new findings on how children learn, and new technological tools for the classroom. PD in education is important because what teachers do in the classroom has a big impact on student learning. | Taquanya Thompson, PLC Coach | 05/30/2025 | Title 1 |  |
| **[S 3.3] Parent, Family, and Community Engagement** Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students. **Benchmark Indicator** \*\*Implementation\*\*  Monthly parent participant surveys  Monthly Community engagement sign-ins.  Quarterly online survey applications such as Survey Monkey, Google Forms...  Monthly sign-in sheets, agendas, and minutes for parent meetings.      \*\*Effectiveness\*\*  Participants will meet monthly to discuss community engagement activities and ways to improve future engagements by 5%.  Parent meeting attendance will increase by at least 15% monthly.  Quarterly online survey applications to monitor the parent, family, and community activities to increase by 5%. | **[A 3.3.1] Family Engagement Committee Meetings** The Family Engagement Committee will consist of an administrator, teachers, parents, and community stakeholders with the purpose of coordinating events and strategies to get families involved and to keep parents informed of ways they can support their child's academic and social development at home. Additionally, our family engagement committee will make a concerted effort to ensure that KBMS is engaging our identified targeted groups \*(White, African-American and Economically Disadvantaged).\* | Angela Jones, Family Engagement Specialist | 05/30/2025 |  |  |
|  | **[A 3.3.2] Family Engagement Support** Secure supplies, materials, equipment, literature, refreshments, and support for family engagement. | Angela Jones, Family Engagement Specialist | 05/30/2025 |  |  |
|  | **[A 3.3.3] Family Engagement Resource Resource Center** This Family Engagement Resource Center has been designed to build Family Engagement, ensure families are equipped to support student learning, and to make it easier for busy parents to make a positive difference every day in the children's lives. Parents can receive training and/or literature on the following topics:  \* Ways to Build Student Success \* Homework and Study Skills \* Social and Emotional Learning \* What Parents can do at Home to Help Students with Math \* What Parents can Do at Home to Help Students with Reading | Angela Jones, Family Engagement Specialist | 05/30/2025 |  |  |
| **[G 4] ATSI Subgroup English Learners** Through the implementation of a standards aligned curriculum, controlled use of technology, and best practice methodically , Kate Bond Middle School will focus on Growth and Achievement for English Language Learners. **Performance Measure** By May 2025, students in grades 6-8 English Learners subgroup will increase ELA TNReady from 7.4%\* (2023)\* to 11.4%.  By May 2025, students in grades 6-8 English Learners subgroup will increase Math TNReady from 5.3%\* (2023)\* to 9.3%. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 4.1] Standard Aligned Core Instruction** Provide daily access to a rigorous Reading/Language Arts and Math curriculums that will develop students’, including our targeted subgroup English Learners, deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.      Supporting Data:  Mastery Connect – ELA    Fall to Spring   7th grade – 20.43% - 26.6%   8th grade – 11.11% - 33.3%       TNReady – Math    2022-2023 2023-2024   6th grade - 8.0% 9.7%   8th grade - 2.9% 6.0% **Benchmark Indicator** ATSI identified subgroup English Learners, will perform at or above 70% on Quarterly Formative Assessments (Fall, Winter and Spring) which aligns with core instructional standards for the specific quarter.  Classroom observations using the High-Impact Strategies Walk-through Protocol and Debriefing Document will provide Kate Bond with data to ensure EL students receive appropriate high quality tier 1 instruction and determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.      \*\*Implementation\*\*  \* Quarterly Common Formative Assessments \* Quarterly progress reports and report cards. \* Quarterly school based Pre- and Post- Assessments to measure effectiveness of our Intervention class \*(ELA Power standards reinforced)\*, student growth \*(With a \*focus on the EL subgroup).     \*\*Effectiveness\*\*  11% of EL students with at least 70% mastery on Quarterly Formative Assessment   EL students will increase by at least one letter grade quarterly  11% of EL students with at least 70% mastery Pre- and Post Assessment quarterly | **[A 4.1.1] 90 minute Planning** Provide teachers with a 90-minute collaborative planning time that occurs weekly. The ELA and ESL teachers' 90 minute planning session will be held twice a week, 45 minutes each session, during planning. At the collaborative planning meeting, teachers will do the following:  \* Agenda \* Sign-in sheet \* Complete a PLC Protocol form prior to the meeting. \* Deliberate Practice exercise \* Unpack the standards taught in the upcoming lessons \* Identify anticipated student misconceptions and strategies to address them \* Participate in deliberate practice \* Grade Level meetings \* Identify strategies and scaffolds for focus subgroups \*(White, Economically Disadvantaged and African American Students)\* who require additional support. | Taquanya Thompson, PLC Coach | 05/30/2025 |  |  |
|  | **[A 4.1.2] After-school Tutoring** Support the successes of the identified academic goals through after-school tutoring for at-risk students and those in need of additional support, with a focus on our targeted focus groups \*(English Learners)\*\*. \*Virtual or in person, these students will be provided an additional 1 hour session, \*twice a week\*, for a unique learning experience to improve academic performance, retention, and personal growth, after the regular school day. This session will be created by the teacher to address the specific needs of the students.  \*\*Implementation Document Tool\*\*  \* After-school tutoring sign-in logs \* IReady Progress monitoring reports     \*\*Effectiveness/Benchmark\*\*  \* 70% of ESL students attending after-school tutoring will result in 22.7% of EL students with at least 70% mastery on Common Formative Assessment \* Progress monitoring will show at least 70% mastery for all ESL students     18,414.32 21,600.00- 16900 Salary Amount   1,141.69 1339.20 20100 Social Security   1,776.98 1953.00 20400 State Retirement   267.01 313.20 21200 Employer Medicare   \*\*Total: $21,600 \*\*\*\*Total: $25,205.40\*\* | Taquanya Thompson, PLC Coach | 05/30/2025 | ATSI |  |
|  | **[A 4.1.3] ESL Walk-through Tool** The ESL walk-through tool will be used to ensure that ESL students are receiving appropriate strategies and scaffolds for Tier I instruction. These are strategies that both Content and ESL teachers can utilize.      ESL students ILP's will be monitored by Ellevation Education to ensure that they are meeting their expected growth rate. | Steve Mitchell, Porsche Matthews, Jennifer Rader, Indygo Tabb, Christy Zelinski | 05/30/2025 |  |  |
|  | **[A 4.1.4] Instructional Resources** \* KBMS will provide instructional resources, materials, and equipment to support classroom instruction. Scanning pens will be used to support EL students in reading comprehension and literacy development in all content areas. Academic manipulatives will support EL students in building a robust math foundation to support conceptual understanding. Reading and writing manipulatives will leverage reading fluency and critical thinking in our EL students.  \*\*Implementation Document Tool\*\*  Informal Observation Walk-through and debriefing document - Weekly  District Common Formative Assessments - Quarterly      \*\*Effectiveness/Benchmark\*\*  100% of ESL teachers using instructional resources weekly, that will result in 22.7% of EL students with at least 70% mastery on quarterly Common Formative Assessment      Math and ELA Instructional Manipulatives - Such as: ELA and Math kits, fraction tile sets, multiplication machines, algebraic thinking cards, bridge the gap practice cards, individual hands-on math kits, paragraph of the week journals, daily reading comprehension activities, daily language practice activities, English language development speaking and listening centers, English language development skill building centers, ELA and math workbooks, multiplication flash cards, and correct the sentence daily activities.   (Lakeshore Learning -Vendor) Total - $9,523.52     Scanning Pens for $275.00 each plus $55.00 for shipping (Total of 60 pens) - $16,555.00      Word to Word Dictionaries   50 - 27.50 - 1,375.00 BD Dictionary Subject Vocab Spanish   1- 27.50 - 27.50 BD Dictionary Subject Vocab French   5 - 27.50 - 137.50 BD Dictionary Subject Vocab Arabic  DISC -231.00 -231.00 15%   1 SHIP 130.90   Total - $1439.90 | Taquanya Thompson, PLC Coach | 05/30/2025 | ATSI |  |
|  | **[A 4.1.5] Certified Tutor** The certified tutor will work with specific Math and ELA teachers, focusing on our identified subgroup, ESL,\* \*\*to assist with the lesson delivery and provide small group instruction.\*  Implementation Documentation Tool  \* ESL Student class roster \* IReady Progress monitoring reports Effectiveness/Benchmark  \* All ESL students will receive small group instruction will result in 22.7% of EL students with at least 70% mastery on Common Formative Assessment \* Progress monitoring will show at least 70% mastery for all ESL students    15,345.27 12,877.45 16900 Salary Amount   951.41 $798.40 20100 Social Security   1,480.81 $186.72 20400 State Retirement   222.51 $901.42 21200 Employer Medicare   \*\*$18,000 Total \*\*\*\* Total - $15,266.55\*\* | Taquanya Thompson, PLC Coach | 05/30/2025 | ATSI |  |
| **[S 4.2] Professional Development** Through the implementation of a standards aligned curriculum, controlled use of technology, and best practice methodically , Kate Bond Middle School will focus on Growth and Achievement for English Language Learners. **Benchmark Indicator** The TEM Rubric will show 95% of all teachers, including those who teach EL Learners, will earn a TEM score of Level 3 or above. 85% of all teachers will earn a TEM score of Level 4 or above each semester.  Weekly classroom walk-through protocols and debriefing documents will show 100% of ESL teachers are using appropriately aligned instructional       \*\*Implementation\*\*  Annually TEM Observation  Bi-weekly Informal Observations using the classroom walk-through protocol and debriefing document  Weekly PLC Meetings      \*\*Effectiveness\*\*  Annually, 90% of all teachers will earn a TN LOE score of Level 3 or above.  85% of all teachers will earn a TN LOE score of Level 4 or above.  Informal Observation will be held bi-weekly to strengthen teacher's pedagogy.  PLC meetings will be held bi-weekly to grow teachers' knowledge and sharpen their teaching skills. | **[A 4.2.1] Out of Town Learning for EL Teachers** Out of Town Professional Development opportunities will be available for the English Learner teachers. These Professional development sessions will keep teachers up to date on new curriculum resources, new findings on how children learn, and new technological tools for the classroom. PD in education is important because what teachers do in the classroom has a big impact on student learning.  \*\*Implementation:\*\*  Quarterly Formative Assessments  Bi-weekly Informal Observations using the classroom walk-through protocol and debriefing document      \*\*Effectiveness:\*\*  11% of the EL students will score 70% on the Quarterly Common Formative Assessment  100% of EL Teachers will implement new teaching strategies during bi-weekly informal observations      Purpose: The TESOL Conference aims to equip educators with skills to teach English to non-native speakers. TESOL also helps teachers understand how language and culture interact with one another.  Conference: 2024 Tennessee TESOL Annual Meeting and Conference  Attendees: 3 ESL Teachers  Estimated Cost: $1600.00 each  Total: $4800.00 | Taquanya Thompson, PLC Coach | 05/30/2025 | ATSI |  |
|  | **[A 4.2.2] School Based Professional Development** Through our in-house professional development program, teachers will be provided opportunities to share their expertise with and learn from colleagues and the administration team. An ELA teacher with a Level 5 LOE score will train EL teachers on how to develop lessons that are aligned to the state’s academic standards.  Implementation Document Tool  \* PD Sign-in sheets-monthly \* IReady progress monitoring bi-weekly     Effectiveness/Benchmark  \* 100% of the teachers, including ESL teachers, will be in monthly attendance which will result in 22.7% of EL students with at least 70% mastery on Common Formative Assessment \* Progress monitoring will show at least 70% mastery for all ESL students, bi-weekly     1,614.46 1893.76 16900 Stipend Amount   100.10 117.41 20100 Social Security   155.80 171.00 20400 State Retirement   23.40 27.46 21200 Employer Medicare   Total=$1,893.76 Total - $2,209.63 | Christopher Murrah, Principal | 05/30/2025 | ATSI |  |