Kate Bond Middle Annual Plan (2020 - 2021)

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[G 1] Reading/Language Arts
By Spring 2021, we will improve student outcomes in 6-8 literacy, with a particular emphasis on support for students below grade level in fluency, prosody, vocabulary acquisition, and comprehension from 19.0% to 23.9%.

Performance Measure
TNReady Overall on Track/Mastery - 2019-2020 21.1% - TVAAS Level 4Focus Subgroups:Economically Disadvantaged Students - 13.0% - On Track or Mastery (2018-2019)African Americans - Mastery Connect Winter Assessment Performance Results (2019-2020)61% Below 31% Approaching 7% On Track 1% MasteredStudents with Disabilities - 6.5% - On Track or Mastery (2018-2019)Grade Band Mastery Connect Data 2020 - 2021 Goals:6th grade - Fall - 18% ... Winter - 24% ... Spring - 33%7th grade - Fall - 17% ...Winter - 22% ... Spring - 28%8th grade - Fall - 20% ... Winter - 25% ... Spring - 34%Fall/Spring Common Formative Assessmentto be determined by Mastery Connect assessment platform (on-track/mastery at 70%)RTI Screening and Progress MonitoringScreening through Illuminate/FastBridge (Bottom 15% screened for RTI2-B)Progress monitoring through Illuminate/FastBridge 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] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. **Benchmark Indicator** Benchmark Indicators:Quarterly progress reports and report cards.Pre- and Post- Assessments to measure effectiveness of our Intervention class (ELA Power standards reinforced), as well as student growth (Assessments to be created in Mastery Connect).District and Zone Common Formative Assessments through Mastery Connect (Benchmarks to be determined by the District).	**[A 1.1.1] 90 Minute Collaborative Planning** Provide teachers with a 90-minute collaborative planning time that occurs weekly and in addition to their normal planning periods. The ELA teachers' 90 minute planning session will be held once a week during Intervention. Students will be given an additional Exploratory class on Mondays so that the ELA teachers can plan. At the collaborative planning meeting, teachers will do the following:AgendaSign-in sheetComplete a collaborative planning form prior to the meeting.Deliberate Practice exerciseUnpack 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 (Economically Disadvantaged and African American Students) who require additional support.	Melody Harrison, Taquanya Thompson	04/01/2021		
	[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 and virtual	Taquanya Thompson	12/11/2020		

	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, and ink cartridges (copy machines).				
	[A 1.1.3] After-School Tutoring (Extended Learning) In Person or Virtual 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 (Economically Disadvantaged 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.	Taquanya Thompson	04/01/2021		
	[A 1.1.4] Intervention Class I This class is an additional ELA Intervention class that will provide the 'Bubble Students' with additional support to help them improve in their area of need, focusing on the Power Standards.	Melody Harrison, Taquanya Thompson	04/01/2021		
	[A 1.1.5] Intervention Class II This class is an additional ELA Intervention class that will target students who fall between the RTI & Bubble subgroups, which will provide support to help students improve in their area of need. This Intervention class will focus on basic ELA skills such as: phonemic awareness, phonics, high-frequency words, fluency and word parts (prefix, root, & suffix). It is important for every school to calibrate not only the academic vocabulary, but the word parts as well to ensure that students are taught common language, definitions that can be used across content areas and grade levels. This	Melody Harrison, Taquanya Thompson	04/01/2021		

	will aid in comprehension and retention of the tier words.				
	[A 1.1.6] 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.	Millicent Williams, Steve Mitchell, Indygo Tabb, Lisa Hoelmer, Sarah Musashe	05/21/2021		
[S 1.2] Professional Development Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. **Benchmark Indicator** TEM Observation Data95% 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 Effectiveness90% 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 Educational Epiphany, 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.	**[A 1.2.1] Kate Bond University: In-House Professional Development Opportunities** 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, Melody Harrison, Sourou Jones, Teresa Schmidt, Taquanya Thompson	04/01/2021		
	[A 1.2.2] Teacher Support The Administrative lead for ELA, and the ELA Instructional Facilitator will be responsible for the following:Virtual classroom drop-ins weekly with teacher feedback from the coachOverview of lesson plans with weekly feedback Weekly ELA	Melody Harrison, Taquanya Thompson	04/01/2021		

	collaborative meetingsDeliberate PracticeOne-on-one conferences with teachers and coachWeekly student review dataProfessional development sessions based on trends				
[S 1.3] Targeted Interventions and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner. **Benchmark Indicator** Benchmark IndicatorsScreening to be performed through the Illuminate/FastBridge assessment platform per semester.Progress monitoring to be performed through Illuminate/FastBridge and I-Ready, weekly for Tier III students and bi-weekly for Tier II students.Mastery Connect TestingRegular progress reports and report cards.	**[A 1.3.1] RTI2-B and Special Education Support** Provide RTI and/or SpEd support to students who require additional individualized instructional resources in English Language Arts who require specialized instruction 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 to measure changes in each student's individual skills.. Target groups, (Economically Disadvantaged and African-American), have been identified for additional targeted support with one-on-one and/or small group settings.	Sourou Jones, Felecia Brewer	05/21/2021		
	[A 1.3.2] After-School Tutoring (Extended Learning) in Person or Virtual 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 (Economically Disadvantaged 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.	Taquanya Thompson	04/01/2021		
	[A 1.3.3] Certified Tutor The certified tutor will work with specific Math and ELA teachers, focusing on our identified subgroups, (Economically Disadvantaged and African Americans), to assist with the lesson delivery and provide small group instruction.	Annamarie Porter	05/07/2021		

	[A 1.3.4] Teacher Assitant This assistant w provides support to the RTI2 Intervention Teacher wiht small group testing, monitoring IReady sessions and Independent practice.	Lemeka Harris	05/21/2021		

[G 2] Mathematics
By spring 2021, we will improve 6-8 mathematics increasing from 18.9% to 23.9%

Performance Measure
TNReady Overall on Track/Mastery - 2019-2020 21.1% - TVAAS Level 1Focus Subgroups:Economically Disadvantaged Students - 15.2% - On Track or Mastery (2018-2019)African Americans - Mastery Connect Winter Assessment Performance Results (2019-2020)64% Below 24% Approaching 7% On Track 5% MasteredStudents with Disabilities - 11.6% - On Track or Mastery (2018-2019)Grade Band Mastery Connect Data 2020 - 2021 Goals:6th grade - Fall - 15% ... Winter - 19% ... Spring - 22%7th grade - Fall - 17% ...Winter - 21% ... Spring - 23%8th grade - Fall - 18% ... Winter - 22% ... Spring - 26%Fall/Winter/Spring Common Formative AssessmentTo be determined by Mastery Connect assessment platform (on-track/mastery at 70%).RTI Screening and Progress MonitoringScreening through Illuminate/FastBridge (Bottom 15% screened for RTI2-B)Progress monitoring through Illuminate/Fastbridge 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] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. **Benchmark Indicator** Benchmark Indicators:Quarterly progress reports and report cards.Pre- and Post- Assessments to measure effectiveness of our tutoring program, as well as student growth (Assessments to be created in Mastery Connect).District and Zone Common Formative Assessments through Mastery Connect (Benchmarks to be determined by the District).	**[A 2.1.1] 90-Minute Collaboration Planning Time** Provide teachers with 90-minute collaborative planning time that occurs weekly and in addition to their normal planning periods. Teachers are provided a collaborative planning form to complete prior to the meeting. At the meeting, teachers do the following together:AgendaSign-in sheetDeliberate Practice exerciseUnpack the standards taught in the upcoming lessons,Identify anticipated student misconceptions and strategies to address them,Identify strategies and scaffolds for focus subgroups (Economically Disadvantaged and African American Students) who require additional support.	Teresa Schmidt, Shayla Jeffries	04/01/2021		
	[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 and virtual 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	Taquanya Thompson	12/11/2020		

	sharpeners, binders, post-it notes, binder clips, manila folders, sheet protectors, batteries (calculators), and ink cartridges (copy machines).			
	[A 2.1.3] After-School Tutoring (Extended Learning) In Person or Virtual Support the successes of the identified academic goals through after-school tutoring, (in person or virtual) for at-risk students and those in need of additional support, with a focus on our targeted focus group (Economically Disadvantaged 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.	Taquanya Thompson	04/01/2021	
	[A 2.1.4] Intervention Class The students will complete weekly Sprint exercise activities which are designed to develop and foster students' fluency skills in solving math problems that range from easy to difficult by requiring them to think quickly to provide an answer within a determined time frame. Foundational skills will be emphasized such as: place value, addition and subtraction operations, multiplication and division facts, multiplication and division operations, measurements, fractions, decimals...	Teresa Schmidt, Shayla Jeffries	04/01/2021	
[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. **Benchmark Indicator** TEM Observation Data95% 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 Effectiveness90% of all	**[A 2.2.1] Kate Bond University In-House Professional Development Opportunities** 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, Melody Harrison, Sourou Jones, Teresa Schmidt, Shayla Jeffries	04/01/2021	

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 Educational Epiphany, 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.			
	[A 2.2.2] Teacher Support The Administrative lead for Math, and the Math Instructional Facilitator will be responsible for the following:Virtual Classroom drop-ins weekly with teacher feedback from the coachOverview of lesson plans with weekly feedbackWeekly Math collaborative meetingsDeliberate PracticeOne-on-one conferences with teachers and instructional coachWeekly student review dataProfessional development sessions based on trends	Teresa Schmidt, Shayla Jeffries	04/01/2021
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner. **Benchmark Indicator** Benchmark IndicatorsScreening to be performed through the Illuminate/FastBridge assessment platform per semester.Progress monitoring to be performed through Illuminate/FastBridge and I-Ready, weekly for Tier III students and bi-weekly for Tier II students.Regular progress reports and report cards.	**[A 2.3.1] RTI2 and Special Education Support** Provide RTI and/or SpEd support to students who require additional individualized instructional resources in mathematics as it relates to, but not limited to math fluency, problem solving skills, and word problems comprehension. 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, (Economically Disadvantaged & African Americans), have been identified for additional targeted support with one-on-one and/or small group settings.	Sourou Jones, Felecia Brewer	05/14/2021
	[A 2.3.2] After-School Tutoring (Extended Learning) in Person & Virtual	Taquanya Thompson	04/02/2021

	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 (Economically Disadvantaged 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.				
	[A 2.3.3] Certified Tutor The certified tutor will work with specific Math and ELA teachers, focusing on our identified subgroups, (Economically Disadvantaged and African Americans), to assist with the lesson delivery and provide small group instruction.	Annamarie Porter	05/07/2021		
	[A 2.3.4] Teacher Assistant This assistant w provides support to the RTI2 Intervention Teacher wiht small group testing, monitoring IReady sessions and Independent practice.	Lemeka Harris	05/21/2021		

[G 3] Safe and Healthy Students
Students will have equal access to a safe learning environment. Based on gains made by the school in the area of attendance to 95%, we will continue to move toward our goal of a 98% attendance rate. Discipline showed an increase from 17.2% to 21.8%

Performance Measure
The attendance rate for 2019-2020 was 95%, which is moving in the right direction. Effective measure will be put in place to reach a goal of 97% in attendance for the 2020-2021.The overall discipline rate increased through all grade bands from 17.2% to 21.8%. Effective measure will be put in place to decrease the discipline rate from 21.8% to 16.5%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Behavioral Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.	**[A 3.1.1] PBIS/RTI2-B** 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	Wendy Hannah, Ravyn Jones, LaLita Bivins, Lashun Jones,	05/28/2021		

Benchmark Indicator Benchmark IndicatorsDaily attendance reports run through PowerSchool by the Attendance SpecialistAt-risk Student progress monitoring by administration through Power BI weekly.Weekly discipline reports run through Power BI.Utilize Brightbytes to monitor student behavior daily/weekly.	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 (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).	Maude Bryeans			

	[A 3.1.2] Grade Level Administrators Each grade level will have an Administrator that will be housed on an assigned hall.8th - (6th - Jones, 7th - Harrison, & Schmidt). This process will allow the Administrators to:Actively monitor class transitionsEstablish a positive climate for the grade level hallsBe on hand to provide quick. firm, and wise handling of any discipline problemsEstablish a rapport with the teachers and studentsHouse ISS studentsSupport teachers during instruction (drop-ins)	Melody Harrison, Sourou Jones, Teresa Schmidt	05/28/2021		
	[A 3.1.3] School Discipline Reduce exclusionary events by 10%.Decrease our Suspension rate by 10%Utilize a Social Emotional Learning curriculum with all students throughout the year.Create behavior plans with the teacher, parent, student, and administrator to isolate root causes for inappropriate behaviors.Decrease the number of behavior of long and short term suspensions.Incentives for ROAR (Respect, Ownership, Attitude, Responsibility) - proper behaviorUtilize the RTI-B plan that addresses the school's discipline goals and strategiesImplement the virtual learning flow chart that captures on-line procedures.	Christopher Murrah, Melody Harrison, Sourou Jones, Teresa Schmidt	05/28/2021		
[S 3.2] Professional Development Provide ongoing, high quality professional development at the school level 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** Teachers will be provided with 'next steps' after the Professional Development sessions to explain the expectations of the upcoming lessons.Teachers will be provided with deadlines to implement the new teaching strategies, with a scheduled return date from the observer to see if the strategy has been implemented.The ILT Team, PLC Coach, and	**[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 (Students with Disabilities and Economically Disadvantaged).	Taquanya Thompson	04/01/2021		

Instructional Facilitator will conduct weekly informal walk-throughs to provide feedback to the teachers.One-on-One conferences will be scheduled to share the feedback from the walk-throughs. If a trend is visible, feedback will be given in the weekly collaborative meetings.Provide 2 weekly 45 minute Collaborative Planning meetings, as well as, one-on-one sessions for teachers to offer additional support.Observe teachers in the classrooms and evaluate instructional practices.					
[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** Benchmark IndicatorParticipant surveys administered at each of our activities to measure stakeholder satisfaction and to gain feedback.Participants will meet monthly to discuss community engagement activities and ways to improve future activities.Platforms will include online survey applications such as Survey Monkey, Google Forms...Sign-in sheets, agendas, and minutes for parent meetings.Partnering with Community Outreach Facilities such as: Munch & Learn with Dixon Gallery & Gardens, Sumits Yoga Memphis, Girls on the Run, and many more.	**[A 3.3.1] Family Engagement Support** Secure supplies, materials, equipment, and support for family engagement.	Taquanya Thompson	12/11/2020		
	[A 3.3.2] Family Engagement Committee Meeting 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	Taquanya Thompson, Angela Jones	04/01/2021		

	that KBMS is engaging our identified targeted groups (African-American and Economically Disadvantaged).				