Kate Bond Middle School Annual Plan (2023 - 2024)

Last Modified at Feb 14, 2024 12:28 PM CST

[G 1] Reading/Language Arts
By Spring 2024 we will improve OT/M in literacy/ELA from 18% (SY2023) to 22.5% (SY24) for grades 6-8, including TSI identified subgroups:Black/Hispanic/Native American, English Learners, and Hispanics.

Performance Measure
* Performance Measure Mastery Connect and TNReady assessment data will be utilized to determine if the goal is met.
* African Americans - will increase their Mastery Connect score from 24.6% to 30% - On Track/Mastery
* Economically Disadvantaged - will increase their Mastery Connect score from 21.8% to 27% - On Track/Mastery
* White - will increase their Mastery Connect score from 31.3% to 36.3% - On Track/Mastery
* School-wide ELA 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 District Formative Assessments (Fall, Winter and Spring) which aligns with core instructional standards for the specific quarter. Classroom observations using the Educational	**[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	Taquanya Thompson (PLC Coach) and Shereka Wright (Asst. Principal)	05/31/2024		

Epiphany 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. **Additional 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)*. * Mastery Connect Pre- and Post- Assessments to measure effectiveness of our Intervention class on our focus subgroup (White, Economically Disadvantage, and African American) students' growth. * District and Zone Common Formative Assessments through Mastery Connect (Benchmarks to be determined by the District).	* Grade Level meetings * Identify strategies and scaffolds for focus subgroups *(White, Economically Disadvantaged and African American Students)* who require additional support.				
	[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)	05/31/2024		
	[A 1.1.3] After-School Tutoring (Extended Learning)	Taquanya Thompson	05/31/2024		

	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 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.	(PLC Coach) and Shereka Wright (Asst. Principal)			
	[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.	Steve Mitchell, Indygo Tabb, Jennifer Rader, and Alexis Johnson (ESL Teachers)	05/31/2024		
	[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)	05/31/2024		
[S 1.2] Professional Development Professional development will be provided to teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.	**[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), Sourou Jones, Teresa Stokes, Shereka Wright (Asst. Principal),	05/31/2024		

Benchmark IndicatorBenchmark 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 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. Daily classroom observations using the Educational Epiphany 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** Benchmark Indicator TEM Observation Data			Taquanya Thompson (PLC Coach), and Candice Eddins (Facilitator)		

* 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 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. Daily classroom observations using the Educational Epiphany 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.					
	[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	Taquanya Thompson (PLC Coach) and Shereka Wright (Asst. Principal)	05/31/2024		

	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				
	[A 1.2.3] Out of Town Learning for the Adaministrative 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)	05/31/2024		
[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** * Screening to be performed through the iReady assessment platform per semester. * Progress monitoring to be performed through I-Ready, weekly for Tier III students and bi-weekly for Tier II students. * Pre- and Post Assessments * Mastery Connect Testing * Regular progress reports and report cards. Students should perform at or above 70% on	**[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 (RTI Coordinator) & Shereka Wright (Asst. Principal)	05/31/2024		

District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
	[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 *(White, 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 (PLC Coach) and Shereka Wright (Asst. Principal)	05/31/2024		

[G 2] Mathematics
By Spring 2024 we will improve OT/M in Math from 8.3% (SY2022) to 13.9% (SY24) for grades 6-8,including TSI identified subgroups:Black/Hispanic/Native American, English Learners, and Hispanics.

Performance Measure
Mastery Connect and TNReady data will be used to determine if the goal was met.

Focus Subgroups:

* African Americans - will increase their Mastery Connect score from 5.8% to 14%
* Economically Disadvantages - will increase their Mastery Connect score from 8% to 14%.
* White - will increase their Mastery Connect score from 11.4% to 16%.
* School-wide - Mastery Connect scores increasing them from 9% to 14%

Students should perform at or above 70% on District 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 District Formative Assessments (Fall, Winter and Spring) which aligns with core instructional standards for the specific quarter. Classroom observations using the Educational Epiphany Classroom Walkthrough 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. **Additional Benchmark Indicators** * Quarterly progress reports and report cards. * Pre- and Post- Assessments to measure	**[A 2.1.1] 90-minute Collaborative 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 and African American Students)* who require additional support.	Candice Eddins (Facilitator) and Sourou Jones (Asst. Principal)	05/31/2024		

effectiveness of our Intervention class *(ELA Power standards reinforced)*, as well as student growth *(Assessments to be created in Mastery Connect)*. * Mastery Connect Pre- and Post- Assessments to measure effectiveness of our Intervention class on our focus subgroups (White, Economically Disadvantaged, and African American) students' growth. * District and Zone Common Formative Assessments through Mastery Connect (Benchmarks to be determined by the District).					
	[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)	05/31/2024		
	[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 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 (PLC Coach) and Shereka Wright (Asst. Principal)	05/31/2024		
	[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	Steve Mitchell, Indygo Tabb, Jennifer Rader, and	05/31/2024		

	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.	Alexis Johnson (ESL Teachers)			
	[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)	05/31/2024		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator 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.	**[A 2.2.1] 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	05/31/2024		

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. Daily classroom observations using the Educational Epiphany 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** * 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.					

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	[A 2.2.2] 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, Sourou Jones, Teresa Stokes, and Shereka Wright	05/31/2024		
	[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)	05/31/2024		
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized	**[A 2.3.1] RTI & Sped** Provide RTI and/or Sped support to students who require additional individualized instructional	Felecia Brewer-Ross and Shereka	05/31/2024		

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 IndicatorScreening to be performed through the AimsWeb assessment platform per semester. * Progress monitoring to be performed through AimsWeb and I-Ready, weekly for Tier III students and bi-weekly for Tier II students. * Mastery Connect Testing * Regular progress reports and report cards. ** **	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.	Wright			
	[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 *(White, 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 and Shereka Wright	05/31/2024		

[G 3] Safe and Healthy Students
Kate Bond Middle Scholl will increase its daily attendance rate from 92.5% (2023) to 97% (2024). Additionally, KBMS will decrease its discipline rate from 19.4% (2023) to 8.0% (2024).

Performance Measure
Discipline Data

School-wide 2021-2022 - 18.4%% - 2022 - 2023 - 19.4% increase of 1.0%

African Americans 2021-2022 - 24.0% - 2022-2023 - 25.7% increase of 1.7%

Students with Disabilities 2021-2022 - 15.4% - 2022 - 2023 - 18.8% increase of 3.4%

English Language Learners 2021-2022 - 13.6% - 2022-2023 - 8.7% decrease of 4.9%

White 2021-2022 - 19.6% - 2022 - 2023 - 19.2% decrease of 0.4%

The discipline rate for the SY 2023-2024 is 8%. Effective measure will be put in place to reach that goal.

Attendance Data

School-wide - 2021-2022 - 92.5% - 2022-2023 - 92.5%, remained the same.

African Americans - 2020-2021 - 97.0% - 2021-2022 91.8%. decrease of 5.2%.

Students with Disabilities 2020-2021 - 97.3% - 2021-2022 - 95.7%, decrease of 1.6%.

English Language Learners - 2020-2021- 97.9% - 2021-2022 - 94%, decrease of 3.9%.

White - 2020-2021 - 97.3% - 2021-2022 - 90.6%, decrease of 6.7%.

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	[A 3.1.1] RTIB	Sourou Jones	05/31/2024		

and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** * Benchmark Indicator * Daily attendance reports run through PowerSchool by the Attendance Specialist * At-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.	* 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	(Asst. Principal)			

	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).*				
	[A 3.1.2] Grade Level Administrators Each grade level will have an Administrator that will be housed on an assigned hall *(6th - Jones, 7th - Wright, & 8th - Stokes - Asst. Principals)*. 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, Teresa Stokes, and Shereka Wright (Asst. Principals)	05/31/2024		
	[A 3.1.3] School Disciplinary * 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 behavior * Utilize the RTI-B plan that addresses the school's discipline goals and strategies * Implement the virtual learning flow chart that captures on-line procedures.	Christopher Murrah (Principal), Sourou Jones, Teresa Stokes, and Shereka Wright (Asst. Principals)	05/31/2024		

	[A 3.1.4] Functional Behavior Assessments 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, Octavia Mack, Heather Shove, Sylvester Bradley, Sherri Williams, and Kyna Stanfield (Sped Teachers)	05/31/2024		
	[A 3.1.5] Responsive Classroom *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.	Demeka Gatlin, Rhonda Johnson, Eunicia Adams, and Morgan Jeffries	05/31/2024		
[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	**[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	Christopher Murrah (Principal), Sourou Jones, Teresa Stokes, and Shereka	05/31/2024		

behavior positively impacting student achievement. **Benchmark Indicator** Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. 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. Quarterly Reports will be shared district-wide.	curriculum, this year's iteration of KBU will include professional development opportunities that focus on understanding how to better engage our identified focus groups *(White, Students with Disabilities and Economically Disadvantaged). *	Wright (Asst. Principals)			
	[A 3.2.2] Out of Town Professional 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)	05/31/2024		
[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** * Participant 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.	**[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).*	Taquanya Thompson (PLC Coach) and Angela Jones (Family Engagement Specialist)	05/31/2024		

* 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, Girls on the Run, and many more.					
	[A 3.3.2] Family Engagement Support Secure supplies, materials, equipment, literature, refreshments, and support for family engagement.	Angela Jones (Family Engagement Specialist)	05/31/2024		
	[A 3.3.3] Family Engagement 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	Taquanya Thompson (PLC Coach) and Angela Jones (Family Engagement Specialist)	05/31/2024		

[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 2024, students in grades 6-8 English Learners subgroup will increase ELA TNReady from 9.5%* (2023)* to 14.5%.

By May 2024, 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	**[A 4.1.1] 90-minute Planning**	Taquanya	05/31/2024		

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. **Evidence** Tier 1: Strong What We Know and Where We Need to Go High Quality Curriculum and System Improvement <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf> <https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf> **Benchmark Indicator** ATSI identified subgroup English Learners, will perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which aligns with core instructional standards for the specific quarter. Classroom observations using the Educational Epiphany 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. **Additional Benchmark Indicators**	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.	Thompson (PLC Coach)			

* 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)*. * Mastery Connect Pre- and Post- Assessments to measure effectiveness of our Intervention class on our focus subgroup (White, Economically Disadvantage, and African American) students' growth. * District and Zone Common Formative Assessments through Mastery Connect (Benchmarks to be determined by the District).					
	[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.	Taquanya Thompson, PLC Coach; Steve Mitchell, ESL	05/31/2024		
	[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, Indygo Tabb, Alexis Johnson, and Jennifer Rader (ESL Teachers)	05/31/2024		
	[A 4.1.4] Instructional Resources KBMS will provide instructional resources,	Taquanya Thompson	05/31/2024		

	materials, and equipment to support classroom instruction. Some of these instructional resources include, but are not limited to: Instructional standards based workbooks, math manipulatives, software and additional resources and materials to support EL learners.	(PLC Coach)			
[S 4.2] Professional Development Professional development will be provided to teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve English Learners students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts. **Evidence** Tier 1: Strong Evidence Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf <https://www.sciencedirect.com/science/article/pii/S0742051X17304225> **Benchmark Indicator** * 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.	**[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.	Taquanya Thompson (PLC Coach) and Candice Eddins (Facilitator)	05/31/2024		

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 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. Daily classroom observations using the Educational Epiphany 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.					
	[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.	Christopher Murrah (Prinicpal)	05/31/2024		