

Kate Bond Elementary School Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Kate Bond Elementary School will increase 3rd-5th grade students scoring Met + Exceeded proficiency rate from 29.1% in 2024 to 38.5% in 2025 on the ELA portion of TCAP.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

iReady Reading Diagnostic

Bi-weekly grade-level common formative assessment

School-level Benchmark assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Kate Bond Elementary School will provide access to a rigorous reading and language arts curriculum that will develop a deep understanding of the content that aligns with the TN ELA Academic Standards to ensure that students are college and career ready.</p> <p>Additionally, educators will focus on creating a challenging and engaging learning environment. Students will have access to effective, quality core instruction and assessments aligned to the academic standards.</p> <p>The Kate Bond Elementary administrative team will utilize an instructional practices walkthrough protocol to capture instructional strengths and areas of improvement. Using the areas of improvement, the administrative team will provide opportunities for ongoing, high-quality professional development.</p>	<p>[A 1.1.1] Improving Student Achievement and Success Through PLCs PLC Teams will utilize bi-weekly data to guide planning, assessments, reteaching, differentiated instruction, and interventions for reading/language arts in addressing specific individual student academic deficit areas. PLCs will also provide opportunities for modeling, real-time coaching, and deliberate practice to improve pedagogy and instructional presentation.</p> <p>PLC Coaches and ILT Content Leads will share evidence-based strategies to increase student achievement and engagement and build content knowledge of the TN Academic Standards. ESL and SPED teachers will attend PLC meetings to collaborate with general education teachers on data to share evidence-based scaffolds to support English Language Learners and Students with Disabilities.</p>	Almanda Jacox, PLC Coach; Jill Hodum, PLC Coach;	05/22/2025		

<p>The Kate Bond Elementary Instructional Leadership Team (ILT) will assist with facilitating ongoing, high-quality professional development for the staff on research-based instructional practices which will result in improved student performance.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Implementation</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments * Weekly lesson plans * Weekly informal Observation Tool * Quarterly Formal Observation Tool <p>Effectiveness</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 70% or better after each assessment. * Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly review of TEM observation data will indicate that at least 70% of core content area teachers are implementing lessons aligned to the TN Standards. 	<p>PLC Coaches, through weekly collaborative planning will utilize the TN ELA Standards Guides to provide guidance and clarify the depth and rigor that will help students progress along a continuum of learning. PLC Coaches will also support teachers' understanding and implementation of the Wonders curriculum.</p> <p>Best for All Central will also be utilized to provide teachers and students exposure and practice on standards-aligned tasks that mirror the TCAP.</p> <p>PLCs will provide a setting for vertical planning between grades to ensure appropriate standards progression, data digs of district benchmarks, universal screeners, and bi-weekly common formative assessments in order to identify lowest performing standards to develop reteaching plans.</p> <p>Special focus and emphasis will be placed on our disaggregated data for our TSI designated subgroups: ESL, BHN, and ED.</p>				
	<p>[A 1.1.2] Resources to Improve Student Achievement and Growth</p> <p>Students and teachers will be provided with additional resources such as standard-aligned assessment practice books to build their confidence and exposure to paper-based assessments. Additionally, iReady, Nearpod, and</p>	<p>Chandra Crutcher, Principal; Almanda Jacox, PLC Coach; Jill</p>	<p>05/22/2025</p>		

	<p>other online resources or subscriptions may be used to enhance the district curriculum. Classroom resources for literacy centers, including books for classroom libraries will be purchased to enhance the curriculum. Manipulatives and games for centers will be purchased to enhance the curriculum to promote hands-on learning. Educational technology, computers, Interactive Boards, headphones, mics etc. will be purchased to enhance instruction. Classroom student supplies will be purchased to enhance classroom instruction and improve student growth and achievement.</p>	Hodum, PLC Coach			
	<p>[A 1.1.3] Parent and Family Resource Center Kate Bond Elementary will create a parent and family resource center that families will be able to use throughout the school day to access instructional resources, curriculum support, and early post-secondary opportunities for students and families.</p> <p>Parental and family training will be offered for parents and families in all grades to help their child succeed in school by informing parents about resources and modeling how to access programs. Parents and families will learn grade-level and content-specific strategies to use at home and to help their child improve in reading.</p> <p>Our Bilingual Mentor will ensure families with TSI identified students are provided communication and information in their native language to support equity and inclusion.</p>	Chandra Crutcher, Principal; Almanda Jacox, PLC Coach; Jill Hodum, PLC Coach, Lisette Bailey, Family Engagement Specialist; Alma Marroquin, Bilingual Mentor	05/22/2025		
	<p>[A 1.1.4] Alignment of Classroom Observations Utilize formal (TEM rubric) and informal observation processes to provide consistent, specific, and timely feedback to teachers to ensure instruction is high-quality and aligned to the TN State Standards and evidence-based strategies are used to address varying student needs.</p> <p>The administrative team will conduct a norming</p>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC	05/22/2025		

	<p>observation to ensure they are identifying uniform evidence on each of the domains of the TEM rubric.</p> <p>A clear and coherent system of evaluation will improve fidelity of instructional practices, strengthen school culture, provide a greater understanding of curriculum gaps and inconsistencies in practice, improve the quality of instruction conversations, provide clarity of professional development, and increase teacher retention.</p> <p>In addition, a schoolwide, uniform white board protocol will be developed to support the district high-impact strategies and ensure standards-based lessons are planned and presented.</p>	Coach; Jill Hodum, PLC Coach			
<p>[S 1.2] Professional Development Kate Bond Elementary will provide on-going, high-quality professional development for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>The administrative team will continue to monitor progress and feedback from the Teacher Effectiveness Model (TEM) gathered during formal and informal classroom observations. Trends will also be monitored from data collected through the school walkthrough instrument.</p> <p>Additionally, Kate Bond Elementary will continue to support and redeliver district mandated professional development sessions. PLC Coaches will continue to collaborate with Instructional Support Coaches to support the implementation of literacy initiatives and curriculum shifts.</p> <p>Administrators and teachers will be encouraged to seek outside professional development through local, state, and national workshops and conferences to deepen content-specific knowledge</p>	<p>[A 1.2.1] Literacy Professional Development Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices, behavior management strategies, assessment techniques, and direct-explicit teaching methods; acting as a coach and support to teachers; and, modeling effective intervention strategies. Teachers will be trained on Close-Reads, Responsive Classroom, iReady, Wonders, RTI, and text-dependent questions, but not limited to those topics.</p> <p>PLC Coaches and the Instructional Support Coaches will collaborate to better understand the district expectations of high impact reading strategies and provide professional development to assist teachers in planning and delivering engaging literacy lessons.</p> <p>ESL and Special Education teachers will also provide professional development for general education teachers. Teachers will become knowledgeable of how to scaffold instruction to meet ILP/IEP goals and objectives that will</p>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almada Jacox, PLC Coach; Jill Hodum, PLC Coach	05/22/2025		

<p>and build instructional capabilities.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>Effectiveness</p> <ul style="list-style-type: none"> * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 	<p>enhance students' academic performance and maintain compliance based on federal/state law.</p> <p>This multi-tiered level of support will help retain effective teachers and attract those interested in joining the Kate Bond Elementary faculty.</p>				
	<p>[A 1.2.2] New Teacher Mentors New teachers to the school, district, and profession will meet regularly with their mentors coupled with on-going monthly professional development. Mentors provide support with school policies, regulations and procedures; share effective instructional strategies, assist with curriculum resources, help solve problems, and provide personal and professional growth.</p> <p>Administration will provide training and understanding of the Teacher Effectiveness Model (TEM) framework for evaluation, effective communication with parents, and professional competence.</p> <p>PLC coaches and Instructional Support Coaches will implement a cycle of observation and feedback gathered from informal walkthroughs then provided individual or group coaching on areas of improvement.</p>	<p>Chandra Cutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, PLC Coach</p>	05/21/2025		

	<p>Peer observations and co-teaching will be implemented to provide real-time coaching and modeling.</p> <p>This multi-tiered level of support will help retain effective teachers and attract those interested in joining the Kate Bond Elementary faculty.</p>				
	<p>[A 1.2.3] Professional Development Resources PLC Coaches will secure supplies, materials, and equipment needed for professional development. Additionally, they will research and notified teachers of local, state, and national workshops and conferences that align to the School Improvement Plan, Literacy Goals, content and curriculum. PLC Coaches and the administrative team will seek outside vendors and programs that support building capacity of literacy instruction and research-based practices.</p>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almada Jacox, PLC Coach; Jill Hodum, PLC Coach	05/21/2025		
<p>[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.</p> <p>Benchmark Indicator Implementation</p> <p>* Monthly data meeting agenda and minutes * Quarterly benchmark assessment data</p> <p>Effectiveness</p> <p>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p>	<p>[A 1.3.1] Explicit Instruction for ESL and SWD To continue increased academic performance amongst ESL and SWD population through inclusion, Special Education teachers and ESL teachers will participate in PLCs and Collaborative Planning with general education teachers.</p> <p>Emphasis will be placed on co-planning grade-level instruction and student tasks, as well as research-based accommodations and modifications that general education teachers provide in the inclusion setting. Special Education and ESL teachers will also provide teachers clarity on IEP and ILP requirements, how to align students' present levels of educational performance, and implement effective instructional strategies that will enhance student's academic performance and maintain compliance based on federal/state law. They will also provide professional development through PLCs, faculty meetings, and district-learning days to general</p>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almada Jacox, PLC Coach; Jill Hodum, PLC Coach	05/20/2025		

<p>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p>	<p>education teachers and Specialized Education Assistants in differentiation and scaffolding strategies that can be utilized in small group instruction to specifically support our TSI group and increase achievement and growth.</p> <p>The ESL and Special Education Advisors will also provide support to teachers by conducting informal classroom observations with feedback to improve instruction and classroom management. Additionally, they can provide support with scheduling and collaboration with direct and related services to ensure students are provided all services, accommodations, and modifications in the most appropriate setting as set forth by their IEP or ILP. These advisors will also search for and recommend appropriate professional development that will build capacity of the ESL and Special Education teachers.</p>				
	<p>[A 1.3.2] Reading Intervention All teachers are an integral part of the RTI2 process and are responsible for providing instruction to students in Tier I, Tier 2, and Tier 3 Intervention during the dedicated schoolwide Intervention block.</p> <p>Teachers will differentiate reading lessons based on data, learning styles, and instructional tier.</p> <p>Struggling students will be identified and receive targeted instruction in their skill deficit area during the schoolwide RTI2 academic block. Students will receive face-to-face instruction with teachers as well as additional computer assisted instruction on a daily basis.</p> <p>Personalized learning paths will be developed based on the iReady diagnostic assessment. Progress monitoring reports will include Time-on-Task and Pass rate. Teachers will use this data to determine skill deficits, identify students for small-group and tutoring, and set academic goals</p>	<p>Chandra Crutcher, Principal; Yumeekia Mitchell, RTI2A Interventionist</p>	<p>05/20/2025</p>		

	<p>which are shared with students and parents.</p> <p>Students scoring in the lowest 25% on the universal screener are monitored and tracked to ensure they are receiving the appropriate interventions.</p> <p>Specialized Educational Assistants will provide individual support to students through small group and one-on-one instruction and during the day tutoring.</p>				
	<p>[A 1.3.3] Extended Learning Extended Learning will occur before or after school to tutor students who are having difficulty in reading. Smaller groups and intense instruction will help to increase student achievement. This initiative is provided by the 2024-2025 MSCS Focused Tutoring (ESSER-Funded) Program.</p>	Chandra Crutcher, Principal; Almanda Jacox, PLC Coach; Jill Hodum, PLC Coach	05/20/2025		

[G 2] Mathematics

Kate Bond Elementary School will increase 3rd-5th grade students scoring Met + Exceeded proficiency rate from 22.1% in 2024 to 32% in 2025 including the TSI-identified student groups, ED from x18.2% (2024) to 22.4% (2025) and BHN from 19.3% (2024) to 23.6% (2025), as reflected on the TCAP.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

iReady Reading Diagnostic

Bi-weekly grade-level common formative assessment

School-level Benchmark assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous</p>	<p>[A 2.1.1] Improving Student Achievement Through PLCs PLC Teams will utilize bi-weekly data to guide planning, assessments, reteaching, differentiated</p>	Almanda Jacox, PLC Coach; Jill Hodum, PLC	05/22/2025		

<p>math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready, with an intentional focus on our TSI designated student groups BHN and ED.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments * Weekly lesson plans * Weekly informal Observation Tool * Quarterly Formal Observation Tool <p>Effectiveness</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 70% or better after each assessment. * Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly review of TEM observation data will indicate that at least 70% of core content area teachers are implementing lessons aligned to the TN Standards. 	<p>instruction, and interventions for mathematics in addressing specific individual student academic deficit areas. PLCs will also provide opportunities for modeling, real-time coaching, and deliberate practice to improve pedagogy and instructional presentation.</p> <p>PLC Coaches and ILT Content Leads will share evidence-based strategies to increase student achievement and engagement and build content knowledge of the TN Academic Standards. ESL and SPED teachers will attend PLC meetings to collaborate with general education teachers on data to share evidence-based scaffolds to support English Language Learners and Students with Disabilities.</p> <p>PLC Coaches, through weekly collaborative planning will utilize the TN Mathematical Instructional Focus Documents to provide guidance and clarify the types of instruction that will help students progress along a continuum of learning. Special focus and emphasis will be placed on our disaggregated data for our TSI designated subgroups: BHN and ED.</p> <p>Best for All Central will also be utilized to provide teachers and students exposure and practice on standards-aligned tasks that mirror the TCAP.</p> <p>PLCs will provide a setting for vertical planning between grades to ensure appropriate standards progression, data digs of district benchmarks, universal screeners, and bi-weekly common formative assessments in order to identify lowest performing standards to develop reteaching plans. Special focus and emphasis will be placed on our disaggregated data for our TSI designated subgroups: BHN and ED.</p>	<p>Coach; Chandra Crutcher, Math Content Lead</p>			
	<p>[A 2.1.2] Resources to Improve Achievement and Growth PLC Coaches will secure supplies, materials, and</p>	<p>Almanda Jacox, PLC Coach; Jill</p>	05/22/2025		

	<p>equipment to support academic instruction. Standards-aligned manipulatives for math will be purchased to enhance the curriculum. Educational technology including, but not limited to computers, calculators, and online programs will be purchased and used during core mathematics instruction. Special focus and emphasis will be placed on our disaggregated data for our TSI designated subgroups: BHN and ED.</p>	Hodum, PLC Coach			
	<p>[A 2.1.3] Standards Aligned Core Math Instruction Kate Bond Elementary's Administrative team will utilize formal (TEM rubric) and informal observation processes to provide consistent, specific, and timely feedback to teachers to ensure instruction is high-quality and aligned to the TN State Standards and evidence-based strategies are used to address varying student needs. Special focus and emphasis will be placed on our disaggregated data for our TSI designated subgroups: BHN and ED.</p> <p>Kate Bond Elementary's Instructional Leadership Team, administration, and Instructional Support Coaches will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving skills.</p> <p>Teachers will supplement the curriculum with a wide variety of hands-on manipulatives to support conceptual understanding of the standards. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. Teachers will use the TN Mathematics Focus Document to clarify the learning continuum.</p>	Almanda Jacox, PLC Coach; Jill Hodum, PLC Coach; Chandra Crutcher, Math Content Lead; Ms. Henning, Instructional Support Coach	05/24/2025		
[S 2.2] Professional Development Kate Bond Elementary will provide on-going, high-quality professional development for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that	[A 2.2.1] Math Professional Development Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices, behavior management	Chandra Crutcher, Principal; Heather Hayes,	05/22/2025		

<p>result in improved student performance.</p> <p>The administrative team will continue to monitor progress and feedback from the Teacher Effectiveness Model (TEM) gathered during formal and informal classroom observations. Trends will also be monitored from data collected through the school walkthrough instrument.</p> <p>Additionally, Kate Bond Elementary will continue to support and redeliver district mandated professional development sessions. PLC Coaches will continue to collaborate with Instructional Support Coaches to support the implementation of mathematics initiatives and curriculum shifts.</p> <p>Administrators and teachers will be encouraged to seek outside professional development through local, state, and national workshops and conferences to deepen content-specific knowledge and build instructional capabilities.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>Effectiveness</p> <ul style="list-style-type: none"> * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 	<p>strategies, assessment techniques, and direct-explicit teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies. Teachers will be trained on TN Mathematical Focus Documents, Responsive Classroom, Envision implementation, RTI, and standards-aligned math tasks, but not limited to those topics.</p> <p>PLC Coaches and the Instructional Support Coaches will collaborate to better understand the district expectations of high impact strategies and provide professional development to assist teachers in planning and delivering engaging lessons that strategically build fluency and critical thinking skills.</p> <p>ESL and Special Education teachers will also provide professional development for general education teachers. Teachers will become knowledgeable of how to scaffold instruction to meet ILP/IEP goals and objectives that will enhance students' academic performance and maintain compliance based on federal/state law.</p> <p>This multi-tiered level of support will help retain effective teachers and attract those interested in joining the Kate Bond Elementary faculty.</p>	<p>Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, PLC Coach; Ms. Henning, Math Instructional Support Coach</p>			
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	<p>[A 2.2.2] Parental Trainings and Informational Sessions</p> <p>Parental Trainings and Informational Sessions will be offered for parents in all grades to provide them with pertinent information on the enVision Math curriculum and also provide them with grade specific strategies that can be used at home to support the math instruction that their students are receiving at school. Additionally, parents will be provided with on-line resources that can be accessed to aid in math instruction and practice at home.</p>	Chandra Crutcher, Principal; Almada Jacox, PLC Coach; Jill Hodum, PLC Coach; Lisette Bailey, Family Engagement Specialist, Alma Marroquin, Bilingual Mentor	05/22/2025		
	<p>[A 2.2.3] Math Professional Development Resources</p> <p>PLC Coaches will secure supplies, materials, and equipment needed for professional development. Additionally, they will research and notified teachers of local, state, and national workshops and conferences that align to the School Improvement Plan, Math Goals, content and curriculum. PLC Coaches and the administrative team will seek outside vendors and programs that support building capacity of literacy instruction and research-based practices.</p>	Almada Jacox, PLC Coach; Jill Hodum, PLC Coach	05/23/2025		
<p>[S 2.3] Targeted Interventions and Personalized Learning,</p> <p>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.</p> <p>***</p> <p>***</p> <p>Benchmark Indicator Implementation</p>	<p>[A 2.3.1] Math Intervention</p> <p>To continue increased academic performance amongst ESL and SWD population through inclusion, Special Education teachers and ESL teachers will participate in PLCs and Collaborative Planning with general education teachers.</p> <p>Emphasis will be placed on co-planning grade-level instruction and student tasks, as well as research-based accommodations and modifications that general education teachers provide in the inclusion setting. Special Education and ESL teachers will also provide teachers clarity on IEP and ILP requirements, how to align</p>	Yumeekia Mitchell, RIT2A Interventionist	05/22/2025		

<p>* Monthly data meeting agenda and minutes</p> <p>* Quarterly benchmark assessment data</p> <p>Effectiveness</p> <p>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p>	<p>students' present levels of educational performance, and implement effective instructional strategies that will enhance student's academic performance and maintain compliance based on federal/state law. They will also provide professional development through PLCs, faculty meetings, and district-learning days to general education teachers and Specialized Education Assistants in differentiation and scaffolding strategies that can be utilized in small group instruction.</p> <p>The ESL and Special Education Advisors will also provide support to teachers by conducting informal classroom observations with feedback to improve instruction and classroom management. Additionally, they can provide support with scheduling and collaboration with direct and related services to ensure students are provided all services, accommodations, and modifications in the most appropriate setting as set forth by their IEP or ILP. These advisors will also search for and recommend appropriate professional development that will build capacity of the ESL and Special Education teachers.</p>				
	<p>[A 2.3.2] Explicit Instruction for ESL and SWD Populations</p> <p>To continue increased academic performance amongst ESL and SWD population through inclusion, Special Education teachers and ESL teachers will participate in PLCs and Collaborative Planning with general education teachers.</p> <p>Emphasis will be placed on co-planning grade-level instruction and student tasks, as well as research-based accommodations and modifications that general education teachers provide in the inclusion setting. Special Education and ESL teachers will also provide teachers clarity on IEP and ILP requirements, how to align students' present levels of educational performance, and implement effective instructional</p>	<p>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Alminda Jacox, PLC Coach; Jill Hodum, PLC Coach</p>	05/24/2025		

	<p>strategies that will enhance student's academic performance and maintain compliance based on federal/state law. They will also provide professional development through PLCs, faculty meetings, and district-learning days to general education teachers and Specialized Education Assistants in differentiation and scaffolding strategies that can be utilized in small group instruction.</p> <p>The ESL and Special Education Advisors will also provide support to teachers by conducting informal classroom observations with feedback to improve instruction and classroom management. Additionally, they can provide support with scheduling and collaboration with direct and related services to ensure students are provided all services, accommodations, and modifications in the most appropriate setting as set forth by their IEP or ILP. These advisors will also search for and recommend appropriate professional development that will build capacity of the ESL and Special Education teachers.</p>				
	<p>[A 2.3.3] Extended Learning Extended Learning will occur before or after school to tutor students who are having difficulty in math. Smaller groups and intense instruction will help to increase student achievement. This initiative is provided by the 2023-2024 MSCS Focused Tutoring (ESSER-Funded) Program.</p>	Chandra Crutcher, Principal; Extended Learning Coordinator	05/20/2025		

[G 3] Safe and Healthy Students

Kate Bond Elementary School will decrease the Chronologically Absent percentage rate from 19.1% in 2023-2024 school year to 15.5% in the 2024-2025 school year.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Kate Bond Elementary will implement targeted interventions, support programs and initiatives that address identified behavior needs and provide appropriate student resources.</p> <p>Benchmark Indicator Implementation</p> <p>* 20-day attendance reports * 20-day behavior reports</p> <p>Effectiveness</p> <p>* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. * 20-day attendance reports will reflect a 2% decrease in the number of chronically absent students.</p>	<p>[A 3.1.1] RTI2-B Kate Bond RTI2-B Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose of RTI2-B is to provide a multi-tiered, problem-solving approach to preventing and reducing problem behaviors while promoting appropriate behaviors, academic engagement, positive school and classroom climates, and positive relationships between students and school staff.</p> <p>We will support our teachers and to staff to implement effective positive behavioral interventions and supports at Tier I (prevention for all students), Tier II (for all students identified to be at-risk for behavioral difficulties), and Tier III (for students at the highest risk for behavioral difficulties and need more intensive interventions and supports).</p> <p>A schoolwide behavior plan has been developed and all faculty and staff are responsible for its implementation and enforcement. All faculty and staff receive training on the plan, flow chart of the process, and supporting forms for documenting incidents.</p> <p>The school counselors along with the district-provided Behavior Specialist provide support to students, teachers, and families in behavior modification. In addition, the Behavior Specialists connects families with wrap-around services from other community agencies and providers.</p> <p>Our students will be incentivized with points via Class Dojo for displaying the P.R.I.D.E behaviors,</p>	<p>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal</p>	<p>05/23/2025</p>		

	<p>and those points can be used to shop at our P.R.I.D.E store quarterly.</p> <p>Students of the month from each grade level will be recognized via the intercom for displaying P.R.I.D.E character traits.</p> <p>Our school RTI2-B Implementation Guide is provided to all teachers, and included with this guide are lesson plans to address behavior expectations for common areas (hallways, restrooms, cafeteria, playground, etc.).</p>				
	<p>[A 3.1.2] Attendance Incentives and Reinforcement</p> <p>Kate Bond educators will utilize daily/weekly conduct grades communicated to parents through conduct charts, notes, texts, emails, ClassDojo, and weekly positive phone calls. Students from each grade level will conduct morning announcements. The Pride Store will be held quarterly.</p> <p>Honors program held quarterly, and students with Perfect Attendance are recognized and presented with a Perfect Attendance certificate.</p> <p>Attendance celebrations held every 20 days (ex. dances, ornament making, arts/crafts, ice cream socials) to celebrate those students with perfect attendance.</p>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal	05/22/2025		
	<p>[A 3.1.3] Implement Strategies to Reduce Chronic Absenteeism</p> <p>Kate Bond Attendance Team will set a measurable goal for improved attendance and explain the importance of attendance to the entire school community and place an emphasis on communicating our TSI/ATSI and identified subgroups including ED, ESL, and BNH. We will communicate out progress towards the goals and celebrate successes throughout the year with specific events for students meeting their</p>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal	05/22/2025		

	<p>attendance goals.</p> <p>We will track attendance in one location with a display using data collected from the 20-day attendance reports.</p> <p>Data will also be used to identify at-risk students to create an early intervention plan before isolated absences becomes chronic absenteeism.</p> <p>We will create a positive the culture and climate and focus on student engagement strategies.</p> <p>We will help students achieve positive social and emotional character development, while reinforcing model behaviors through the RTIB2 plan. And use goal-based incentives to reward and motivate attendance and positive behavior.</p>				
<p>[S 3.2] Professional Development Kate Bond Elementary will provide ongoing, high quality professional development at the 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.</p> <p>Benchmark Indicator Implementation</p> <p>* Annual attendance data and policy training agenda and minutes. * Quarterly meetings to reconcile attendance data.</p> <p>Effectiveness</p> <p>* Monthly SART meetings will reflect a 5% increase in student attendance. * Monthly SART meetings will reflect a 2% decrease in chronically absent students.</p>	<p>[A 3.2.1] Professional Development for Faculty and Staff Kate Bond will provide on-going professional development for faculty and staff on cultural awareness.</p> <p>Topics will include:</p> <p>Culturally responsive teaching: Teachers can develop a deeper understanding of cultural diversity and create inclusive classroom environments.</p> <p>Community service projects: Teachers can organize projects that involve students in activities that benefit different cultures or communities. This can also help students develop empathy and a sense of social responsibility.</p> <p>Culturally effective communication: Teachers can draft an email in both Spanish and simple English. They may also receive training on ow a parents' cultural background or socioeconomic status impact how parents may interact with teachers.</p>	<p>Chandra Crutcher, Principal, Heather Hayes, Assistant Principal</p>	<p>05/22/2025</p>		

	Culturally insensitivity: Teachers can receive guidance on addressing insensitive or discriminatory actions or speech in a manner that is educational rather than punitive so both peers' and students' can take steps to be more inclusive and understanding of other cultures.				
<p>[S 3.3] Parent, Family, and Community Engagement Kate Bond Elementary will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets <p>Effectiveness</p> <ul style="list-style-type: none"> * Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. * Quarterly parent meetings will result in an increase in participation by at least 10%. * Semesterly parent-teacher conferences will result in a 5% increase in student absences. 	<p>[A 3.3.1] Positive Parent Relationships Kate Bond will administer a needs assessment survey to ensure the activities we plan are based on family interests. We will plan the activities with the families' schedules in mind and offer multiple opportunities to attend an activity by providing both AM and PM events. Our Family Engagement Specialist and Bilingual Mentor will provide support for our non-English speaking families. The survey will also find out how families prefer to communicate.</p> <p>We will conduct a survey of parents to identify volunteer interests, talents, and availability, matching these resources to school programs and staff support needs. We will provide families a directory of community resources and activities that will help bridge barriers to school attendance, parent-involvement, and academic achievement.</p> <p>The Family Engagement Specialist and Bilingual Mentor will provide training to faculty and staff to develop a deeper understanding of cultural diversity and create inclusive classrooms environments. They will also identify other parents who are willing to interpret for meetings, events, and conferences.</p> <p>Invitations for all school events will be sent home in both English and Spanish. Other forms of communication such as the school website and social media will also be provided in Spanish.</p> <p>Kate Bond provides opportunities for parents to be involved in the school's Annual Title I Meeting and</p>	<p>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, PLC Coach; Lisette Bailey, Family Engagement Liaison; Alma Marroquin, Bilingual Mentor</p>	05/20/2025		

	<p>jointly reviewing and assisting in the development of additional Title I documents, such as the Family Engagement Plan, Home/School Compact, and School Improvement Plan. These documents, meeting ppts, and additional information are provided in English and Spanish on the school website. The Parent's Right to Know document is also provided on the website in both English and Spanish.</p> <p>Surveys are provided to collect data related to the benefit and recommendations to improve Title I activities and events. A process is in place for parents to submit complaints on the school-wide program if deemed unsatisfactory.</p>				
	<p>[A 3.3.2] Family Resource Center Kate Bond will establish a parent and family resource center that families will be able to use throughout the school day to access instructional resources, curriculum support, and early post-secondary opportunities for students and families.</p> <p>Parental and family training will be offered for parents and families in all grades to help their child succeed in school by informing parents about resources and modeling how to access programs. Parents and families will learn grade-level and content-specific strategies to use at home and to help their child improve in reading.</p> <p>Teachers will provide in-person and video training sessions to explain the grade-level ELA standards and curriculum and model instructional strategies. Videos could be viewed at the parents' convenience and as many times as needed.</p> <p>The resource center will provide an avenue for parents establish support groups.</p> <p>The resource center will provide access to computers for parent use.</p>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, PLC Coach; Lisette Bailey, Family Engagement Specialist; Alma Marroquin, Bilingual Mentor	05/22/2025		

	Our Bilingual Mentor will ensure families are provided communication and information in their native language to support equity and inclusion				
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