[G 1] Reading/Language Arts
By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need.

Performance Measure
By Spring 2026 we will improve OT/M in literacy/ELA from 15% (SY2024) to 20% (SY2026) for grades 6-8.

Performance will be measured using the following tools:

TNReady Assessments

District Formative Assessment

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' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** ****Implementation**** * Quarterly progress reports and report cards. * Bi-weekly Short Cycled Assessments and District CFAs * Bi-weekly Assessments to measure effectiveness of our Academic Enrichment and Intervention class on our focus subgroups.	**[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	Taquanya Thompson - PLC Coach	05/29/2026		

* Quarterly Formative Assessments **Effectiveness** Quarterly assessments will show student growth by 1 letter grade on the progress reports and report cards. Bi-weekly assessments will show 25% or more of ELA students with at least 70% mastery on the Pre- and Post Assessment Bi-weekly assessments will show 25% or more of ELA students with at least 70% mastery in our Intervention and Academic Enrichment classes. Quarterly assessments will show 25% or more of ELA students will score at least 70% mastery on the District's CFA assessment.	* Participate in deliberate practice * Grade Level meetings * Identify strategies and scaffolds for focus subgroups *(White, Economically Disadvantaged, Hispanic, and African American Students)* who require additional support.		
[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	05/29/2026	Title 1
[A 1.1.3] **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*. T*hese students will be provided an additional 2-hour session, *twice a week*, for a unique learning	LaShun Jones	04/10/2026	Title 1

				Title 1
	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.	Porsche Matthew, Steve Mitchell, Jennifer Rader, Indygo Tabb, Christy Zelinski - ESL Teachers	05/29/2026	
	[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.			
	[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 ELA and Social Studies.	Taquanya Thompson - PLC Coach	05/29/2026	
[S 1.2] Professional Development Professional development will be provided to teachers, administrators, and instructional leaders on how to articulate instructional tasks and skills that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts. **Benchmark Indicator** **Implementation** Semesterly Formal Observations using TEM Rubric Bi-weekly Informal Observations using See It	**[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.	Dr. Christopher Murrah, Principal	05/29/2026	

Name It Do It Protocol Quarterly Individualized Teacher Support Plan Weekly PLC Meetings using minutes **Effectiveness** Semesterly, 90% of all teachers will earn a TN LOE score of Level 3 or above on formal observations. Bi-weekly Informal Observation will show 80% of our teachers will show improvement of identified skill based on the See It, Name It, Do It tool. Quarterly Individualized Teacher Support Plans will show an 80% growth in teachers' pedagogy. Weekly PLC minutes will show that 100% of teachers have planned for implementation of the lessons aligned to the Tennessee standards.			
[A 1.2.2] Teacher Support The Administrative lead for ELA, and the ELA Instructional Facilitator will be responsible for the following: * Informal observations weekly with teacher feedback from the coach * Overview of lesson plans with weekly feedback * Weekly ELA collaborative meetings * Deliberate Practice * One-on-one conferences with teachers and coach * Weekly student review data * Professional development sessions based on trends	Taquanya Thompson - ELA Administrative Lead	05/29/2026	
[A 1.2.3] Out of Town Learning for the Administrative Team and Teachers Out of Town Professional Development	Taquanya Thompson - PLC Coach	05/29/2026	Title 1

	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.		
[S 1.3] Targeted Intervention and Personalized Learning KBMS will provide academic interventions, personalized learning activities, and individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** **Implementation** * Quarterly progress reports and report cards. * Bi-weekly Short Cycled Assessments and District CFAs * Bi-weekly Assessments to measure effectiveness of our Academic Enrichment and Intervention class on our focus subgroups. * Quarterly Formative Assessments **Effectiveness** Quarterly assessments will show student growth by 1 letter grade on the progress reports and report cards. Bi-weekly assessments will show 25% or more of ELA students with at least 70% mastery on the Pre- and Post Assessment Bi-weekly assessments will show 25% or more of ELA students with at least 70% mastery in our	**[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.	Elesia Houston and Michael Kearney	05/29/2026

Intervention and Academic Enrichment class with a focus on the subgroups: Black/Hispanic/Native American, English Learners, and Hispanic students' growth.

Quarterly assessments will show 25% or more of ELA students will score at least 70% mastery on the District's CFA assessment.

	Person Responsible	Estimated Completion Date	Funding Source
[A 1.3.2] 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*. T*hese students will be provided an additional 2-hour session, *twice a week*, for a unique learning experience to improve academic performance, retention, and personal growth, after the regular school day. This session will be created by the teacher to address the specific needs of the students.	LaShun Jones	04/10/2026	Title 1

[G 2] Mathematics
By Spring 2026, through the implementation of a standards align core curriculum in each classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in the Math standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need.

Performance Measure
By Spring 2026 we will improve OT/M in Math from 12% (SY2024) to 17% (SY2026) for grades 6-8.

Performance will be measured using the following tools:

TNReady Assessments

District Formative Assessment

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	**[A 2.1.1] 90-minute Planning** Provide teachers with a 90-minute collaborative	Teresa Stokes - Assistant	05/29/2026		

		Principal	

that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.

Benchmark Indicator

Implementation

* Quarterly progress reports and report cards.
* Bi-weekly Short Cycled Assessments and District CFAs
* Bi-weekly Assessments to measure effectiveness of our Academic Enrichment and Intervention class on our focus subgroups.
* Quarterly Formative Assessments

Effectiveness

Quarterly assessments will show student growth by 1 letter grade on the progress reports and report cards.

Bi-weekly assessments will show 25% or more of ELA students with at least 70% mastery on the Pre- and Post Assessment

Bi-weekly assessments will show 25% or more of ELA students with at least 70% mastery in our Intervention and Academic Enrichment class with a focus on the subgroups: Black/Hispanic/Native American, English Learners, and Hispanic students' growth.

Quarterly assessments will show 25% or more of ELA students will score at least 70% mastery on the District's CFA assessment.

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
* Grade Level meetings

[A 2.1.2] Kate Bond Support Den The Kate Bond Support Den will supply the teachers with necessary supplies, materials, equipment, and support for classroom instruction.	Taquanya Thompson - PLC Coach	05/29/2026	Title 1

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).*				
[A 2.1.3] 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*. T*hese 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.	LaShun Jones	04/10/2026	Title 1	
[A 2.1.4] ESL Walk-through Tool The ESL walk-through tool will be used to ensure that ESL students are receiving appropriate strategies and scaffolds for Tier I instruction. These are strategies that both Content and ESL teachers can utilize. ESL students ILP's will be monitored by Ellevation Education to ensure that they are meeting their expected growth rate.	Steve Mitchell. Indygo Tabb, Jennifer Rader, Porsche Matthews. and Christy Zelinski - ESL Teachers	05/29/2026		
[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 and	Taquanya Thompson - PLC Coach	05/29/2026	Title 1	

	Science.		
[S 2.2] Professional Development Professional development will be provided to teachers, administrators, and instructional leaders on how to articulate instructional tasks and skills that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient math levels of grades 6-8. Benchmark Indicator ***Implementation*** Semesterly Formal Observations using TEM Rubric Bi-weekly Informal Observations using See It Name It Do It Protocol Quarterly Individualized Teacher Support Plan Weekly PLC Meetings using minutes ***Effectiveness*** Semesterly, 90% of all teachers will earn a TN LOE score of Level 3 or above on formal observations. Bi-weekly Informal Observation will show 80% of our teachers will show improvement of identified skill based on the See It, Name It, Do It tool. Quarterly Individualized Teacher Support Plans will show an 80% growth in teachers' pedagogy. Weekly PLC minutes will show that 100% of teachers have planned for implementation of the lessons aligned to the Tennessee standards.	[A 2.2.1] Teacher Support The Administrative lead for Math will be responsible for the following: * Informal observations weekly with teacher feedback from the coach * Overview of lesson plans with weekly feedback * Weekly ELA collaborative meetings * Deliberate Practice * One-on-one conferences with teachers and coach * Weekly student review data * Professional development sessions based on trends	Teresa Stokes - Assistant Principal	05/29/2026
	[A 2.2.2] Kate Bond University: In-House Professional Development Opportunities	Dr. Christopher Murrah,	05/29/2026

Description	Owner	Date	Funding
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.	Principal		
[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	05/29/2026	Title 1
[A 2.3.1] 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.	Elesia Houston and Michael Kearney	05/29/2026	

[S 2.3] Targeted Interventions and Personalized Learning
KBMS will provide academic interventions, personalized learning activities, and individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.

Benchmark Indicator
Implementation

* Quarterly progress reports and report cards.
* Bi-weekly Short Cycled Assessments and District CFAs
* Bi-weekly Assessments to measure effectiveness of our Academic Enrichment and Intervention class on our focus subgroups.
* Quarterly Formative Assessments

Effectiveness

Quarterly assessments will show student growth by 1 letter grade on the progress reports and report

cards.

Bi-weekly assessments will show 25% or more of ELA students with at least 70% mastery on the Pre- and Post Assessment

Bi-weekly assessments will show 25% or more of ELA students with at least 70% mastery in our Intervention and Academic Enrichment class with a focus on the subgroups: Black/Hispanic/Native American, English Learners, and Hispanic students' growth.

Quarterly assessments will show 25% or more of ELA students will score at least 70% mastery on the District's CFA assessment.

[A 2.3.2] 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*. T*hese students will be provided an additional 2-hour session, *twice a week*, for a unique learning experience to improve academic performance, retention, and personal growth, after the regular school day. This session will be created by the teacher to address the specific needs of the students.	LaShun Jones	04/10/2026	Title 1

[G 3] Safe and Healthy Students
By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

Performance Measure
Kate Bond Middle School will increase its daily attendance rate from 92.5% (2023-2024) to 97% (2025-2026).

Additionally, KBMS will decrease its discipline rate from 19.4% (2023-2024) to 8.0% (2025-2026).

Performance measures (interventions and supports) will be measured using the following:

* PowerSchool Data
* PowerBI Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** **Implementation**** Daily PowerSchool reports Weekly Power BI Daily Minga Report **Effectiveness**** PowerSchool daily attendance reports will reflect an overall attendance rate of 97%. Power BI weekly discipline reports will reflect a decrease of student behavior by 3%. Minga daily reports will reflect a decrease of student behavior by 3%.	**[A 3.1.1] RTIB** * Improve home-school communication when a student is absent. Build upon our system that tracks student attendance, sets a threshold (3 absences and 5 absences), and then requires the grade level guidance counselor (at 3 absences) and School Attendance Specialist (at 5 absences) to reach out to that child and his/her parent to uncover the issue and make efforts to help that child come to school. This will occur before the SART 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*.* 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	Sourou Jones, Asst. Principal	05/29/2026		

	Person	Date	Funding
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).*			
[A 3.1.2] A Dedicated Admin for School Discipline This process will allow the Administrators to: * Actively monitor class transitions * Establish a positive climate for the grade level halls * Be on hand to provide quick, firm, and wise handling of any discipline problems * Establish a rapport with the teachers and students * House ISS students * Support teachers during instruction* (drop-ins)*	Sourou Jones, Asst. Principal	05/29/2026	
[A 3.1.3] Functional Behavior Assessment Functional Behavior Assessment is a plan that's put in place for Students with Disabilities. After the 5th day of suspension, the Sped teachers can request a meeting with the parent to give consent to a Functional Behavior Assessment. After this assessment the school tracks data to eliminate behavior, which will lead to a Behavior Intervention. This plan is designed to help Students with Disabilities eliminate behavior and be successful in school.	Michael Kearney, Sped	05/29/2026	
[A 3.2.1] Family Engagement Committee Meetings	Angela Jones	05/29/2026	Title 1
[S 3.2] Parent, Family, and Community Engagement			

Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students. **Benchmark Indicator** ***Implementation*** Monthly parent participant surveys Monthly Community engagement sign-ins. Quarterly online survey applications such as Survey Monkey, Google Forms... Monthly sign-in sheets, agendas, and minutes for parent meetings. ***Effectiveness*** Participants will meet monthly to discuss community engagement activities and ways to improve future engagements by 5%. Parent meeting attendance will increase by at least 15% monthly. Quarterly online survey applications to monitor the parent, family, and community activities to increase by 5%.	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.			
Evidence	**[A 3.2.2] Family Engagement Support** Secure supplies, clothing, materials, equipment, literature, refreshments, and support for family		Angela Jones	05/29/2026

engagement.			
[A 3.2.3] 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	Angela Jones	05/29/2026	Title 1