

[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 equitable 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. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

Kate Bond Elementary School will increase its students scoring Met and Exceeded proficiency rate in grades 3-5 from 30% in SY24 to 38% on the Spring 2026 TCAP.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>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>[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>	<p>Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</p>	<p>05/23/2026</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>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 45% of students scoring 70% or better on 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: BHN and ED.</p>				
	<p>[A 1.1.2] Resources to Improve Student Achievement and Growth 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</p>	<p>Chandra Crutcher, Principal; Almanda Jacox, PLC Coach</p>	<p>03/31/2026</p>		

	<p>assessments. Additionally, iReady, Nearpod, and 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>				
	<p>[A 1.1.3] Parent and Family Resource Center Kate Bond Elementary has established a parent and family resource center that families can 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; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach; Martha Bailey, Family Engagement Specialist; Alma Marroquin, Bilingual Mentor	05/01/2026		
	<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>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda	05/16/2026		

	<p>The administrative team will conduct a norming 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>	Jacox, PLC Coach; Jill Hodum, Instructional Coach			
<p>[S 1.2] Professional Development Provide professional development for teachers and administrators on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <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>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</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. Teachers will be trained topics such as: Close-Reads, Responsive Classroom, iReady, Wonders, RTI, and creating text-dependent questions.</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 enhance students' academic performance and</p>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal, Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach	05/15/2026		

<p>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. Instructional Coach and PLC Coach 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 and build instructional capabilities.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Weekly collaborative planning agenda and attendance * Weekly PLC meeting agenda and attendance * Bi-weekly Instructional Leadership Team (ILT) agenda and attendance <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. * Quarterly School-wide Formative Assessments will reflect 45% of students scoring 70% or better on each assessment. 	<p>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</p>	Chandra Crutcher, Principal;	05/16/2026		

	<p>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>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>Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</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>	<p>Chandra Crutcher, Principal; Heather Hays, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</p>	05/15/2026		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized</p>	<p>[A 1.3.1] Explicit Instruction for ESL and SWD To continue increased academic performance amongst ESL and SWD population through</p>	<p>Chandra Crutcher, Principal;</p>	05/15/2026		

<p>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> <ul style="list-style-type: none"> * Weekly interventions as listed in student RTI plan schedule * Monthly data meeting agenda and attendance * Quarterly benchmark assessment data <p>Effectiveness</p> <ul style="list-style-type: none"> * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring). 	<p>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 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>Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</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>Chandra Crutcher, Principal; Heather Hayes, Assistant</p>	<p>05/22/2026</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 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>Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</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 Program.</p>	<p>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</p>	<p>05/15/2026</p>		

<p>[S 1.4] Early Literacy Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students reading skill set.</p> <p>Kate Bond Elementary' s students in KK-2 will improve early literacy rates by increasing the number of students on or above grade level from the 2025 on the i-Ready Spring Reading Benchmark to the 2026 i-Ready Spring Reading Benchmark as follows: KK - from 75% performing on or above grade level to 80%. 1st grade - from 50% performing on or above grade level to 55%. 2nd grade - 47% performing on or above grade level to 52%.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Early Literacy Monthly Learning Series attendance * Weekly lesson plans reflecting daily foundational literacy skills instruction focusing on all of the prescribed components (phonological awareness, phonics, high frequency words, grammar, fluency, vocabulary, writing and comprehension). * iReady Diagnostic Student Report (Fall, Winter, Spring) <p>Effectiveness</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers planning for all components of foundational literacy skills instruction * iReady Reading Diagnostics will show an increase of 5% of students scoring on or above grade level in foundational skills 	<p>[A 1.4.1] Utilize Assessment Data Utilize District Formative Assessment tools to guide instruction, analyze student assessment data, and develop targeted learning opportunities for K-2 students to ensure early foundational reading readiness skills.</p>	<p>Jill Hodum, Instructional Coach</p>	<p>05/15/2026</p>		
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* Bi-weekly grade-level common formative assessment will reflect at least 45% of students scoring 70% or better on each assessment.					
	[A 1.4.2] Provide Intervention Utilize small group and RTI intervention groups as tiered support for K-2 students.	Yumeekia Mitchell, Counselor and Jameeca Bowen, Counselor	05/15/2026		
	[A 1.4.3] Provide Ongoing Professional Development K-2 teachers and staff will participate in ongoing, research-based professional learning through various activities including modeling effective instructional practices (including implementing Tennessee State Standards), behavior management strategies, assessment practices, and direct teaching methods. Teachers will be trained on evidence-based reading and foundational skills instruction.	Jill Hodum, Instructional Coach	05/15/2026		

[G 2] Mathematics

By Spring 2026, through the implementation of a standards align core curriculum in each mathematics 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 mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous 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.

Performance Measure

Kate Bond Elementary School will increase its students scoring Met and Exceeded proficiency rate in grades 3-5 from 22.3% in SY24 to 32% on the Spring 2026 TCAP.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

iReady Math Diagnostic

Strategy	Action Step	Person	Estimated	Funding	Notes
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		Responsible	Completion Date	Source	
<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 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.</p> <p>Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous 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. 	<p>[A 2.1.1] Improving Student Achievement Through PLCs PLC Teams will utilize bi-weekly data to guide planning, assessments, reteaching, differentiated 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</p>	<p>Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</p>	<p>05/22/2026</p>		

<p>* Weekly informal observation data will indicate that at least 100% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Quarterly review of TEM observation data will indicate that at least 95% of core content area teachers are implementing lessons aligned to the TN Standards.</p>	<p>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>[A 2.1.2] Resources to Improve Achievement and Growth</p> <p>PLC Coaches will secure supplies, materials, and 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>	<p>Chandra Crutcher, Principal; Almanda Jacox, PLC Coach</p>	<p>03/31/2026</p>		
	<p>[A 2.1.3] Standards Aligned Core Math Instruction</p> <p>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</p>	<p>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</p>	<p>05/01/2026</p>		

	<p>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>				
<p>[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.</p> <p>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 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</p>	<p>[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 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>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</p>	<p>05/22/2026</p>		

<p>Implementation</p> <ul style="list-style-type: none"> * Weekly collaborative planning agenda and attendance * Weekly PLC meeting agenda and attendance * Bi-weekly Instructional Leadership Team (ILT) agenda and attendance <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>[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>	<p>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</p>	<p>05/22/2026</p>		
	<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</p>	<p>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill</p>	<p>05/01/2026</p>		

	support building capacity of literacy instruction and research-based practices.	Hodum, Instructional Coach			
<p>[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Implementation</p> <p>* Monthly data meeting agenda and attendance * Quarterly benchmark assessment data</p> <p>Effectiveness</p> <p>* Monthly data team meetings will reflect at least 2% of students being able to exit RTI2 supports and interventions. * 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>[A 2.3.1] Math Intervention 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 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>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</p>	05/18/2026		

	<p>[A 2.3.2] Explicit Instruction for ELL and SWD Population</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 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>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC Coach; Jill Hodum, Instructional Coach</p>	<p>05/15/2026</p>		
	<p>[A 2.3.3] Extended Learning</p> <p>Extended Learning will occur before or after school</p>	<p>Chandra Crutcher,</p>	<p>05/25/2026</p>		

	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.	Principal; Extended Learning Coordinator			
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[G 3] Safe and Healthy Schools

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 Elementary School will decrease the Chronologically Absent percentage rate from 19.5% in 2023-2024 school year to 13.5% in the 2025-2026 school year.

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
<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> <ul style="list-style-type: none"> * 20-day attendance reports * 20-day behavior reports <p>Effectiveness</p> <ul style="list-style-type: none"> * 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. 	<p>[A 3.1.1] Provide RTI2-B Services Kate Bond's 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>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal	05/22/2026		

<p>* 20-day attendance reports will reflect a 2% decrease in the number of chronically absent students.</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, 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] Utilize Attendance Incentives and Reinforcements</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>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal</p>	<p>05/21/2026</p>		

	Attendance celebrations held every 20 days (ex. dances, ornament making, arts/crafts, ice cream socials) to celebrate those students with perfect attendance.				
	<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 and BNH. We will communicate our progress towards the goals and celebrate successes throughout the year with specific events for students meeting their 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 become chronic absenteeism.</p> <p>We will create a positive 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 RTI2-B plan, and use goal-based incentives to reward and motivate attendance and positive behavior.</p>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal	05/15/2026		
<p>[S 3.2] Professional Development</p> <p>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>[A 3.2.1] Professional Development for Faculty and Staff</p> <p>Kate Bond will provide on-going professional development for faculty and staff on cultural awareness.</p> <p>Topics will include:</p>	Chandra Crutcher, Principal; Heather Hayes, Assistant Principal	02/13/2026		

<p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Semesterly attendance data and policy training agenda and attendance. * Quarterly meetings to reconcile attendance data. <p>Effectiveness</p> <ul style="list-style-type: none"> * Monthly SART meetings will reflect a 5% increase in student attendance. * Monthly SART meetings will reflect a 2% decrease in chronically absent students. 	<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 how a parents' cultural background or socioeconomic status impact how parents may interact with teachers.</p> <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>				
<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 attendance * Semesterly parent-teacher conference sign-in sheets 	<p>[A 3.3.1] Build Positive School-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</p>	<p>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almada Jacox, PLC Coach; Jill Hodum, Instructional Coach; Lisette Bailey, Family Engagement Liaison; Alma Marroquin, Bilingual</p>	<p>05/22/2026</p>		

<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% decrease in student absences. 	<p>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 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>Mentor</p>			
	<p>[A 3.3.2] Employ 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</p>	<p>Chandra Crutcher, Principal; Heather Hayes, Assistant Principal; Almanda Jacox, PLC</p>	<p>05/21/2026</p>		

	<p>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> <p>Our Bilingual Mentor will ensure families are provided communication and information in their native language to support equity and inclusion</p>	<p>Coach; Jill Hodum, Instructional Coach; Lisette Bailey, Family Engagement Liaison; Alma Marroquin, Bilingual Mentor</p>			
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