

Kingsbury Elementary Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Kingsbury Elementary will work toward increasing the following percentage of students who are on track or mastered in grades 3-5 from 16.7% in 2021-22 to 23.6% in 2023-2024.

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Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Kingsbury Elementary will 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>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively</p>	<p>[A 1.1.1] Improving student achievement and growth through assessment. Grades K-5 will give RLA standards based common assessments every 4.5 weeks to identify student progress and need for remediation around standards assessed. Assessments will be given both on paper and computer</p>	Dr. Ticada Guyton, Assistant Principal, Reading Admin Lead	05/24/2024		

<p>implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Improving student achievement and growth through use of Blended Learning Literacy Stations.</p> <p>KES will use research supported tier 1 Literacy stations to support students in fluency, vocabulary, comprehension and word work around RLA standards to include paper pencil task and computer assisted instruction.</p>	<p>Dr. Ticada Guyton, Assistant Principal, Reading Admin Lead and Monica Tillman, Blended Learning Lead</p>	04/26/2024		
	<p>[A 1.1.3] Improving student achievement and growth with grade level Professional Learning Communities and Collaborative Planning.</p> <p>Teachers in grades K-5 will be given five 50 minute grade level and content specific planning periods inclusive of ESL and Special Education Teachers for specified grade levels in order to plan and collaborate utilizing state RLA standards.</p>	<p>Dr. Ticada Guyton, Asst. Principal and Reading Admin Lead</p>	05/24/2024		
	<p>[A 1.1.4] Improving student achievement and growth with differentiated Instruction for English Language Learners.</p> <p>Identified students with Limited English Proficiency will receive RLA instruction aligned to RLA standards a minimum of one hour daily from a certified ESL teacher.</p>	<p>Dr. Ticada Guyton, Asst. Principal: Jeremy Parayos, ESL Lead Teacher and all grade level ESL Teachers - Rebecca</p>	05/24/2024		

		Harris, Denice Bowman, Augusta Conner, Danielle Singletary, Glenna Adamec			
	[A 1.1.5] Improving student achievement and growth with differentiated instruction for students with Individualized Education Plans. Identified students with an Individual Education Plan will receive RLA instruction aligned to RLA standards as outlined in the student's plan from a certified Special Education teacher.	Ticada Guyton, Assistant Principal, Reading Admin Lead, LEA : Resource Teachers - Ashley Joyner and Veronique Neal	05/24/2024		
	[A 1.1.6] Improving student achievement and growth through small group instruction. KES teachers will differentiate tier 1 literacy through small group guided reading.	Dr. Ticada Guyton, Asst. Principal and Reading Admin Lead	05/24/2024		
	[A 1.1.7] Improving student achievement and growth by supporting rich learning environments. KES will secure supplies, materials, equipment and resources to support reading academic growth and achievement.	Monica Ayers, PLC Coach and Dr. Wynn Earle, Principal	01/31/2024		
	[A 1.1.8] Improving student achievement and growth with Benchmark Assessments. Kindergarten through 5th grade students will participate in Fall, Winter and Spring benchmark assessments. Assessments will be given on both paper/pencil and computers.	Monica Ayers, PLC Coach	04/26/2024		
	[A 1.1.9] Improving student achievement and growth through Parent Engagement Specialist and parental involvement. KES Parent Engagement Specialist will provide	Lorena Amezquita, Family	05/24/2024		

	opportunities for academic enrichment, including parent meetings and providing tutorial services to parents to help support students with reading targets at home.	Engagement Specialist			
	<p>[A 1.1.10] Improving student achievement and growth through Intervention.</p> <p>Intervention teachers will work in planning sessions on Literacy focusing intervention of at risk students. They will provide opportunities for academic intervention, including providing tutorial services to help students to meet State academic achievement standards in literacy.</p>	Monica Ayers, PLC Coach	05/24/2024		
	<p>[A 1.1.11] Improving student achievement and growth through use of Title I PLC Coach.</p> <p>PLC Coach will provide ongoing research-based professional development for teachers, parents and staff through various activities including modeling effective instructional practices such as reviewing data and assessment techniques, teaching strategies as well as coaching to support teachers as needed.</p>	Dr. Wynn Earle, Principal: Monica Ayers, PLC Coach	05/24/2024		
<p>[S 1.2] Professional Development</p> <p>Kingsbury Elementary will provide professional development for teachers, administrators, and instructional leaders 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>Benchmark Indicator</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through</p>	<p>[A 1.2.1] Professional Development to Improve Student Achievement and Growth</p> <p>All KES Literacy instructional staff will attend district level professional development to develop, expand and enrich their understanding of reading strategies and best practices in literacy instruction</p>	Dr. Wynn Earle, Principal: Dr. Ticada Guyton, Asst. Principal, Reading Admin Lead	05/24/2024		

<p>the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 1.2.2] Professional Development to Enrich Teacher Instruction in ELA</p> <p>****KES Teachers will be given opportunities to participate in ongoing, research based professional development on effective planning of instruction and use of data during weekly PLC meetings, after school hours and Saturdays. Teachers will also be asked to present information, skills and</p>	<p>Dr. Wynn Earle, Principal and Dr. Ticada Guyton, Asst. Principal, ELA Admin Lead</p>	<p>02/29/2024</p>		

	instructional practices learned to KES peers during monthly staff meetings.				
	<p>[A 1.2.3] Professional Development for Parents Parents of Kindergarten - 5th grade students and community members will be invited to participate in before and after school activities/professional development to integrate home and school learning in literacy.</p>	<p>Lorena Amezcua - Family Engagement Specialist : Jamille Hunter - Guidance: Dr. Wynn Earle, Principal: Dr. Ticada Guyton - Asst. Principal and Monica Ayers - PLC Coach</p>	03/29/2024		
	<p>[A 1.2.4] Professional Development for all Staff to Increase a Positive School Culture and Learning Environment All KES will participate in team building exercises to support collaboration, planning and increased student learning.</p>	<p>Dr. Wynn Earle, Principal: Dr. Ticada Guyton, Asst. Principal: Jamille Hunter, Guidance and Monica Ayers - PLC Coach</p>	04/30/2024		
<p>[S 1.3] Targeted Intervention and Personalized Learning Kingsbury Elementary will 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 Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of</p>	<p>[A 1.3.1] Improving student achievement and growth through assessment. Identifying students needing tier 2 and 3 interventions through a school wide universal screener.</p>	<p>Monica Ayers, PLC Coach</p>	05/24/2024		

<p>students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>					
	<p>[A 1.3.2] Improving student achievement and growth through Response to Intervention (RTI2). Identified Tier 2 and 3 students will receive daily intervention through small group instruction and computer assisted instruction.</p>	Monica Ayers, PLC Coach and RTI Lead	05/24/2024		
	<p>[A 1.3.3] Improving student achievement and growth through professional development. KES teachers will attend professional development for computer based RTI instruction to support Reading Response to Intervention.</p>	Monica Ayers, PLC Coach and RTI Lead	04/26/2024		
	<p>[A 1.3.4] Improving student achievement and growth through tutoring. KES will provide before, during and/or after school tutoring to identified students needing additional support in reading.</p>	Monica Ayers, PLC Coach	04/26/2024		
<p>[S 1.4] Recruit, retain and hire highly effective educators Kingsbury Elementary will provide effective teachers in RLA classes for students at Kingsbury Elementary.</p> <p>Benchmark Indicator Yearly Teacher Retention Data, Bi-yearly Climate Survey, Monthly Kingsbury Elementary Core Value Assemblies</p>	<p>[A 1.4.1] Weekly PLC Meetings/Collaboration Meetings to support Teacher Retention KES will hold weekly PLC meetings/Collaboration meetings to ensure all teachers know how to collaborate and develop high quality lesson plans, analyze and track data, and execute action plans.</p>	Dr. Wynn Earle, Principal: Dr. Ticada Guyton, Asst. Principal and Monica Ayers, PLC Coach	05/24/2024		
	<p>[A 1.4.2] Master teachers to serve as mentors for new teachers. KES will assign master teachers to mentor new to teaching teachers and new to KES teachers.</p>	Dr. Wynn Earle, Principal	05/24/2024		

	[A 1.4.3] Teacher leaders as part of KES leadership team to support teacher retention. Teacher leaders will act as part of the instructional leadership team to make instructional decisions that affect the school. These teachers are well respected by peers and bring the voice of Kingsbury Staff to the table.	Dr. Wynn Earle, Principal	05/24/2024		
	[A 1.4.4] Kingsbury Elementary Core Values to support school culture and teacher retention. Through the establishment of the core values, KES has seen a decline in the number of behavior issues and the establishment of a sense of pride within our school and the community. Through teacher, parent and student surveys, we have evidence of how the core values have helped to establish a safe, supportive and healthy learning environment. for all.	Dr. Wynn Earle, Principal and Jamille Hunter, Guidance	05/24/2024		
	[A 1.4.5] Professional development to support teacher retention. KES will differentiate professional development opportunities to meet the needs of individual teachers. KES teachers who have demonstrated strong performance are given opportunities to lead PD for the faculty and groups of teachers.	Dr. Wynn Earle, Principal	05/24/2024		

[G 2] Mathematics

Kingsbury Elementary will work toward increasing the following percentage of students who are on track or mastered in grades 3-5 from 14.7% in 2021-22 to 22.8% in 2023-24.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Kingsbury Elementary teachers will plan and	[A 2.1.1] Improving student achievement and growth with grade level Professional Learning	Monica Ayers, PLC Coach	05/24/2024		

<p>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>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>Communities and Collaborative Planning Teachers in grades K-5 will be given five 50 minute grade level and content specific planning periods inclusive of Special Education Teachers for specified grade levels in order to plan and collaborate utilizing state mathematics standards.</p>	<p>and Math Admin Lead, Dr. Wynn Earle, Principal</p>			
	<p>[A 2.1.2] Improving student achievement and growth through assessment. Grades 2-5 will give math standards based common assessments every 4.5 weeks to identify student progress and need for remediation around standards assessed.</p>	<p>Monica Ayers, PLC Coach and Math Admin Lead</p>	<p>04/26/2024</p>		
	<p>[A 2.1.3] Improving student achievement and growth through small group instruction. KES</p>	<p>Monica Ayers, PLC Coach,</p>	<p>04/26/2024</p>		

	<p>teachers will differentiate tier 1 math through small group instruction and blended learning.. KES teachers will differentiate tier 1 math through small group instruction and blended learning.</p>	Math Admin Lead: Monica Tillman, Blended Learning Lead: Tia Schlesinger, Math Teacher Lead			
	<p>[A 2.1.4] Improving student achievement and growth by supporting rich learning environments. KES will secure supplies, materials, equipment and resources to support math academic growth and achievement.</p>	Monica Ayers, PLC Coach, Math Admin Lead and Dr. Wynn Earle, Principal	01/31/2024		
	<p>[A 2.1.5] Improving student achievement and growth with Computer Assisted Instruction. Kindergarten through 5th grade students will use supplemental computer programs to support math instruction.</p>	Monica Ayers, PLC Coach, Math Admin Lead and Monica Tillman, Blended Learning Lead	05/24/2024		
	<p>[A 2.1.6] Improving student achievement and growth through Parent Engagement Specialist and parental involvement. KES Parent Engagement Specialist will provide opportunities for academic enrichment, including parent meetings and providing tutorial services to parents to help support students with math targets at home. KES Parent Engagement Specialist.</p>	Lorena Amezcua, Family Engagement Specialist: Dr. Wynn Earle, Principal and Monica Ayers, PLC Coach	05/24/2024		
	<p>[A 2.1.7] Improving student achievement and growth with Benchmark Assessments. Kindergarten through 5th grade students will participate in Fall, Winter and Spring benchmark assessments.</p>	Monica Ayers, PLC Coach and Math Admin Lead	04/30/2024		
	<p>[A 2.1.8] Improving student achievement and growth through school STEM lab (Science, Technology, Engineering and Math)</p>	Dr. Wynn Earle, Principal	05/24/2024		

	KES students in grades K-5 will participate in the school STEM weekly.				
	<p>[A 2.1.9] Improving student achievement and growth through PLC Coach PLC Coach will provide ongoing research-based professional development for teachers and staff through various activities including modeling effective instructional practices such as reviewing data and assessment techniques, teaching strategies as well as coaching to support teachers as needed.</p>	Dr. Wynn Earle, Principal and Monica Ayers, PLC Coach	05/24/2024		
<p>[S 2.2] Professional Development Kingsbury Elementary will provide ongoing, high quality professional development at the 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>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and</p>	<p>[A 2.2.1] Professional Development through coaching. PLC Coach, School Instructional Leadership Team and Zone 2 Math Coach will provide ongoing, researched based professional development for teachers and staff through a various activities including modeling effective instructional practices, instructional protocols, teaching strategies and coaching.</p>	Dr. Wynn Earle, Principal and Monica Ayers, PLC Coach and Admin Math Lead	05/24/2024		

<p>effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 2.2.2] Professional Development for Parents Parents of Kindergarten - 5th grade students and community members will be invited to participate in before and after school activities/professional development to integrate home and school learning in math.</p>	<p>Lorena Amezcuita, Parent Engagement Specialist: Dr. Wynn Earle, Principal and Monica Ayers, PLC Coach</p>	05/24/2024		
	<p>[A 2.2.3] Professional Development to Enrich Teacher Instruction KES Teachers will be given opportunities to participate in ongoing, research based professional development on effective planning of instruction and use of data during weekly PLC meetings, after school hours and Saturdays. Teachers will also be asked to present information, skills and instructional practices learned to KES peers during monthly staff meetings.</p>	<p>Dr. Wynn Earle, Principal and Monica Ayers, PLC Coach and Math Admin Lead</p>	05/24/2024		

	<p>[A 2.2.4] Professional Development for all Staff to Increase a Positive School Culture and Learning Environment</p> <p>All KES will participate in team building exercises to support collaboration, planning and increased student learning.</p>	Dr. Wynn Earle, Principal	12/15/2023		
<p>[S 2.3] Targeted Interventions and Personalized Learning,</p> <p>Kingsbury Elementary will 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</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 2.3.1] Improving Student Achievement and Growth through Community Volunteers</p> <p>KES identified students will receive one on one tutoring two times a week through Volunteers. Second and third grade students will receive after school tutoring three times a week through the Streets' Smart Program with Streets Ministries.</p>	Dr. Wynn Earle, Principal: Monica Ayers, PLC Coach: Lorena Amezcuita, Family Engagement Specialist and Kacy Barber, Librarian	05/24/2024		
	<p>[A 2.3.2] Improving student achievement and growth through assessment.</p> <p>Identifying students needing tier 2 and 3 interventions through a school wide universal screener.</p>	Monica Ayers, PLC Coach, Math Admin Lead, School Test Coordinator	04/26/2024		

	<p>[A 2.3.3] Improving student achievement and growth through Response to Intervention (RTI2). Identified Tier 2 and 3 students will receive daily intervention through small group instruction and computer assisted instruction.</p>	Monica Ayers, PLC Coach, RTI Lead	05/24/2024		
	<p>[A 2.3.4] Improving student achievement and growth through professional development. KES teachers will attend professional development for computer based RTI instruction to support math Response to Intervention</p>	Monica Ayers, PLC Coach, RTI Lead	03/29/2024		
	<p>[A 2.3.5] Improving student achievement and growth through tutoring. KES will provide before, during and after school tutoring to identified students needing additional support in math.</p>	Dr. Wynn Earle, Principal and Monica Ayers, PLC Coach	04/26/2024		
<p>[S 2.4] Recruit, retain and hire highly effective educators Kingsbury Elementary will provide effective teachers in mathematics for all grade levels as needed.</p> <p>Benchmark Indicator Yearly Teacher Retention Data</p> <p>Bi-Yearly School Climate Survey</p> <p>Monthly Kingsbury ES Core Value Assemblies</p> <p>PLZ Transcripts of mathematics professional development</p>	<p>[A 2.4.1] Weekly PLC Meetings to support Teacher Retention KES will hold weekly PLC meetings are held to ensure all teachers know how to collaborate and develop high quality lesson plans, analyze and track data, and execute action plans.</p>	Dr. Wynn Earle, Principal: Dr. Ticada Guyton, Asst. Principal and Monica Ayers, PLC Coach	09/29/2023		
	<p>[A 2.4.2] Master teachers to serve as mentors for new teachers. KES will assign master teachers to mentor new to teaching teachers and new to KES teachers.</p>	Dr. Wynn Earle, Principal	05/24/2024		
	<p>[A 2.4.3] Teacher leaders as part of KES leadership team to support teacher retention. Teacher leaders will act as part of the instructional leadership to make instructional decisions that</p>	Dr. Wynn Earle, Principal	05/24/2024		

	affect the school. These teachers are well respected by peers and bring the voice of Kingsbury Staff to the table.				
	[A 2.4.4] Professional development to support teacher retention. KES will differentiate professional development opportunities to meet the needs of individual teachers. KES teachers who have demonstrated strong performance are given opportunities to lead PD for the faculty and groups of teachers.	Dr. Wynn Earle, Principal: Dr. Ticada Guyton, Asst. Principal and Monica Ayers, PLC Coach	05/24/2024		
	[A 2.4.5] Kingsbury Elementary Core Values to support school culture and teacher retention. Through the establishment of the core values, KES has seen a decline in the number of behavior issues and the establishment of a sense of pride within our school and the community. Through teacher, parent and student surveys, we have evidence of how the core values have helped to establish a safe, supportive and healthy learning environment for all.	Dr. Wynn Earle, Principal and Jamille Hunter, Guidance	05/24/2024		

[G 3] Safe and Healthy Students

Kingsbury Elementary will reduce the percentage of chronically absent students from 34.8% in 2023 to 30.7% in 2024.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point
- * SART documentation for at-risk students 20 day student attendance rate20 day chronic absenteeism rate
- * Over all yearly attendance and chronic absenteeism rates

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Kingsbury Elementary will implement targeted interventions, support programs and initiatives that	[A 3.1.1] Improving student achievement/growth and attendance through incentives. KES will offer attendance incentives to homerooms	Jamille Hunter, Guidance and Dr. Ticada	05/24/2024		

<p>address chronic absenteeism identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>and individual students on a weekly, 20 day, quarterly and yearly basis.</p>	<p>Guyton, Asst. Principal</p>			
	<p>[A 3.1.2] Improving student achievement and growth through chronic absenteeism watch list. KES will develop a watch list for students that may be approaching or have chronic absenteeism.</p>	<p>Jamille Hunter, Guidance and Dr. Ticada Guyton, Asst. Principal</p>	<p>05/24/2024</p>		
	<p>[A 3.1.3] Improving student achievement/growth through school counselor and RTIB Team. The school guidance counselor and RTIB will assist in the prevention and intervention of disruptive and at-risk behavior of students by facilitating behavioral services as needed to students, families and educational staff. They are responsible for providing support to students with chronic absenteeism, coordinating diagnostic, education and therapeutic services; assisting teachers with classroom management skills; providing on-going</p>	<p>Jamille Hunter, Guidance and Dr. Ticada Guyton, Asst. Principal</p>	<p>05/24/2024</p>		

	and crisis counseling and assistance; maintaining records and reports as required.				
<p>[S 3.2] Professional Development Kingsbury Elementary will provide ongoing, high quality professional development for school leaders and other staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared with staff.</p> <p>Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD.</p>	<p>[A 3.2.1] Improving student achievement and growth through professionally developing staff on plan to increase student attendance. KES Response to Intervention Behavioral Team will present staff with the RTIB plan during multiple sessions throughout the school year to ensure expectations for student attendance is understood by all stakeholders.</p>	Jamille Hunter, Guidance and Dr. Ticada Guyton, Asst. Principal	05/24/2024		
	<p>[A 3.2.2] Improve student achievement and growth through professionally developing teachers on data KES Response to Intervention Behavior Team will ensure that teachers are aware of the effects of students absenteeism on academics. The team will guide teachers through a process of how to read the data in order to respond to student needs in the classroom.</p>	Jamille Hunter, Guidance and Dr. Ticada Guyton, Asst. Principal	04/26/2024		
	<p>[A 3.2.3] Improving student achievement/growth and attendance through parent meetings KES will hold meetings with parents of students with chronic absenteeism to explain the importance</p>	Jamille Hunter, Guidance: Dr. Ticada Guyton, Asst. Principal: Lorena Amezcuita,	03/29/2024		

	of school attendance and consequences for both students and parents pertaining to absenteeism.	Family Engagement: Brenda Nunez, Bi-Lingual Mentor			
<p>[S 3.3] Parent, Family, and Community Engagement Kingsbury Elementary will promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.3.1] Improving student achievement/growth and attendance through parent meetings KES will hold meetings with parents of students with chronic absenteeism to explain the importance of school attendance and consequences for both students and parents pertaining to absenteeism.</p>	<p>Jamille Hunter, Guidance: Dr. Ticada Guyton, Asst. Principal: Lorena Amezquita, Family Engagement and Monica Ayers, PLC Coach</p>	03/29/2024		
	<p>[A 3.3.2] Improving student achievement/growth and attendance through parental involvement KES will send letters home stating attendance laws and make home visits to parents of students with absenteeism problems.</p>	<p>Jamille Hunter, Guidance: Dr. Ticada Guyton, Asst. Principal: Lorena Amezquita, Family Engagement and Monica Ayers, PLC Coach</p>	04/26/2024		

	<p>[A 3.3.3] Improving student achievement/growth and attendance through attendance contracts with parents. Attendance contracts will be developed for students approaching and having problems with absenteeism with parent attendance at meeting.</p>	Jamille Hunter, Guidance: Dr. Ticada Guyton, Asst. Principal: Lorena Amezquita, Family Engagement and Monica Ayers, PLC Coach	05/24/2024		
<p>[G 4] Early Literacy Kingsbury Elementary will work toward increasing the following percentage of 3-5 grade students who are on track or mastered in reading/language arts from 16.7% in 2021-22 to 23.6% in 2023-2024.</p> <p>Performance Measure By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment.</p> <p>KK-2 students will achieve Success criteria relative to the grade by the following:</p> <p>* (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grade * (b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades. * (c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring.*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Kingsbury Elementary will 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.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction</p>	<p>[A 4.1.1] Professional Development through coaching. Assistant Principal, PLC Coach, School Early Literacy Leader, School Instructional Leadership Team and Zone 2 Reading Coach will provide ongoing, researched based professional development for teachers and staff through a various activities including modeling effective instructional practices, instructional protocols, teaching strategies and coaching.</p>	Dr. Ticada Guyton, Asst. Principal, ELA Admin Lead and Mary Liston, Literacy Laureate	05/24/2024		

<p>and inform future professional learning opportunities.</p> <p>MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities.</p> <p>QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities.</p> <p>QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p> <p>Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.</p>					
	<p>[A 4.1.2] Professional Development to Improve Student Achievement.</p> <p>All KES Literacy instructional staff will attend district level professional development to develop, expand and enrich their understanding of reading strategies and best practices in literacy instruction.</p>	Dr. Ticada Guyton, Asst. Principal, ELA Lead and Mary Liston, Literacy Laureate	05/24/2024		
	<p>[A 4.1.3] Professional Development to Enrich Teacher Instruction.</p> <p>KES Teachers will be given opportunities to participate in ongoing, research based professional development on effective planning of instruction</p>	Dr. Ticada Guyton, Asst. Principal, ELA Lead and Mary	04/26/2024		

	and use of data during weekly PLC meetings, after school hours and Saturdays. Teachers will also be asked to present information, skills and instructional practices learned to KES peers during monthly staff meetings.	Liston, Literacy Laureate			
	[A 4.1.4] Professional Development for Parents. Parents of Kindergarten - 2nd grade students and community members will be invited to participate in before and after school activities/professional development to integrate home and school learning in early literacy.	Dr. Ticada Guyton, Asst. Principal, ELA Lead and Mary Liston, Literacy Laureate	04/26/2024		
[S 4.2] Foundational Literacy Laureates Kingsbury Elementary will designate one Laureate to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. Benchmark Indicator MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL classroom observations from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates.	[A 4.2.1] Improving early literacy skills through early literacy professional development. Literacy Laureate will facilitate and/or co-facilitate school-based PD in foundational skills.	Mary Liston, Literacy Laureate	03/29/2024		
	[A 4.2.2] Improving early literacy through modeling. Literacy Laureate will model effective best practices in early literacy skills instruction in whole & small group.	Mary Liston, KES Literacy Laureate	03/29/2024		
	[A 4.2.3] Improving early literacy through collaboration. KES literacy laureate will co-plan or lead collaborative planning sessions on early literacy skills.	Mary Liston, KES Literacy Laureate and Dr. Ticada Guyton, ELA Admin Lead	05/24/2024		

		and Asst. Principal			
	<p>[A 4.2.4] Improving early literacy through parent training. KES Literacy laureate will assist with planning and delivering parent training involving early literacy skills.</p>	<p>Mary Liston, Literacy Laureate: Lorena Amezcuita, Family Engagement Specialist: Monica Ayers, PLC Coach and Dr. Ticada Guyton, Asst. Principal and ELA Lead</p>	03/29/2024		
<p>[S 4.3] Early Literacy Opportunities Kingsbury Elementary will provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator 4.5 Week student assessment data to monitor daily task alignment with standards.</p> <p>Analysis of Benchmark assessment Fall, Winter and Spring.</p> <p>Fall, Winter and Spring analysis of District formative assessment (Mastery Connect).</p> <p>Quarterly Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs.</p>	<p>[A 4.3.1] Improving student achievement and growth through assessment. Grades K-2 will assess early literacy skills with common assessments given every 4.5 weeks to identify student progress and need for remediation of skills.</p>	<p>Dr. Wynn Earle, Principal: Dr. Ticada Guyton Asst. Principal, ELA Admin Lead and Monica Ayers - PLC Coach and Testing Coordinator</p>	05/24/2024		
	<p>[A 4.3.2] Improving student achievement and growth through use of Literacy Stations and Blended Learning.</p>	<p>Dr. Ticada Guyton, Asst. Principal, ELA</p>	05/24/2024		

	KES will use research supported tier 1 Literacy stations and blended learning to support students in fluency, vocabulary, comprehension and word work around RLA standards.	Admin Lead and Mary Liston, Literacy Laureate, Monica Tillman, Blended Learning Lead			
	[A 4.3.3] Improving student achievement and growth through small group instruction. KES teachers will differentiate literacy instruction through small group guided reading.	Dr. Ticada Guyton, Asst. Principal, ELA Admin Lead and Mary Liston, Literacy Laureate	05/24/2024		
	[A 4.3.4] Differentiated Instruction for English Language Learners. Identified students with Limited English Proficiency will receive RLA instruction aligned to RLA standards a minimum of one hour daily from a certified ESL teacher.	Dr. Ticada Guyton, Asst. Principal, ELA Admin Lead, Jeremy Parayos, ESL Lead and Mary Liston, Literacy Laureate	05/24/2024		
	[A 4.3.5] Improving student achievement and growth by supporting rich learning environments. KES will secure supplies, materials, equipment and resources to support reading academic growth and achievement.	Dr. Wynn Earle, Principal and Monica Ayers, PLC Coach	02/29/2024		
	[A 4.3.6] Improving student achievement and growth through parental involvement. KES will provide opportunities for academic enrichment, including parent meetings and providing tutorial services to parents to help support students with reading targets at home.	Monica Ayers, PLC Coach and Lorena Amezcua, Family Engagement Specialist	04/26/2024		
	[A 4.3.7] Improving student growth and achievement through curriculum.	Dr. Ticada Guyton, Asst.	05/24/2024		

	KES will provide a daily foundational skills block using the Wonders curriculum.	Principal, ELA Admin Lead			
	<p>[A 4.3.8] Improving student achievement/growth through Early Literacy Leader.</p> <p>Early Literacy leader will work with teachers in planning sessions on Literacy focusing on foundational skills. She will provide opportunities for academic enrichment, including providing tutorial services to help students to meet State academic achievement standards in literacy.</p>	Dr. Ticada Guyton, Asst. Principal, ELA Admin Lead and Mary Liston, Literacy Laureate	05/24/2024		