

## Kingsbury High Annual Plan (2022 - 2023)

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### [G 1] Reading/Language Arts

Kingsbury High School will increase ELA on-track and mastery proficiency rates in English I from 7.2% to 10% and in English II from 22.8% to 25% for all students, including TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic) and ATSI-identified student group of EL.

English 1: B/AA from 7.5% to 9%; B/HN from 6.5% to 8.5%; ED from 7.4% to 9.4%; EL from 2.1% to 4.1%; Hispanic from 6.1% to 8.1%.

English II: B/AA from 22.2% to 25%; B/HN from 21.8% to 24%; ED from 16.7% to 19%; EL from 8.3% to 11%; Hispanic from 21.6% to 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
<p><b>[S 1.1] Standard Aligned Core Instruction</b> 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 including the TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL are career and college ready.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>All students including the TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL 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><b>[A 1.1.1] Common Formative Assessments</b> Teachers will create lessons and assessments that are objective-driven and curriculum and standard-aligned. Common bi-weekly assessments will be given every two weeks, using Mastery Connect or Go Formative. District Formative Assessments will be given quarterly. District Literacy staff and Kingsbury staff will use the Districtwide Instructional Practices Tool to monitor the integrity of implementation of Tier 1 ELA instruction. Teachers will receive supplies or materials necessary for this process.</p>	Ledra Pegues, Margaret Williams	05/31/2023		

<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>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p><b>[A 1.1.2] PLCs and Collaborative Planning</b>  Teachers will meet weekly during their common planning time to plan effective and engaging lessons for in-person and blended learning. Teachers will also share teaching strategies and participate in demonstration lessons. Teachers will teach using performance-based objectives that align with the state standards. The PLC Coach and district instructional advisor will assist teachers in understanding the rigor of the standards. Teachers will pay special attention to subgroups and make the necessary instructional adjustments for student success. ESL and Sped teachers will collaborate with general education teachers. Teachers will receive supplies or materials necessary for this process, including substitutes.</p>	<p>Ledra Pegues,  Rokayatou Gaye,  Margaret Williams</p>	<p>05/31/2023</p>		
	<p><b>[A 1.1.3] Informal Observations</b>  Teachers will receive weekly drop-ins and bi-weekly informal observations to ensure effective standards-aligned instruction. Teacher leaders and administrative staff (ILT) will conduct these observations and provide meaningful feedback to teachers.</p>	<p>Shenar Miller,  Margaret Williams,  Megan Schmidt</p>	<p>05/31/2023</p>		
	<p><b>[A 1.1.4] Access to a Rigorous Curriculum</b>  Provide teachers with Reading Prescriptions and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Reading Prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules</p>	<p>Margaret Williams,  Ledra Pegues</p>	<p>05/19/2023</p>		

	and units should be taught during the school year. Kingsbury will secure instructional supplies, software, equipment, materials, and any other instructional supplies for students and teachers to engage in rigorous instruction.				
<p><b>[S 1.2] Professional Development</b> Provide professional development for teachers, administrators, 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><b>Benchmark Indicator</b> Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide 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 the district's PD management system (Professional Learning Zone/PLZ) and Zoho 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>New teacher professional learning supports are offered at various times throughout each semester</p>	<p><b>[A 1.2.1] Training on Instructional Practices</b> Teachers will receive professional development on how to effectively deliver instruction using the four instructional practices. They will learn how to implement various engagement strategies so that students may actively participate in class and improve their learning. Teachers will receive copies of the instructional practices and other supplies or materials necessary for this process.</p>	Margaret Williams, Edrika Thigpen	05/31/2023		

for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
	<b>[A 1.2.2] Data Days</b> Teachers will attend two days, one each semester of professional learning to analyze data from bi-weekly assessments and SCS Mastery Connect quarterly assessments. Teachers will engage in backwards planning to increase students' achievement. Teachers will receive supplies or materials necessary for this process, including substitutes.	Margaret Williams, Megan Schmidt	03/31/2023		
	<b>[A 1.2.3] Co-teaching Model for SpEd and ESL Subgroups</b> Teachers will receive training on co-teaching with inclusion and ESL teachers on what effective co-teaching and push-ins look like. Teachers will learn how to read IEPs to help make our students with disabilities successful and how to read ILPs and create lessons that will help English learners be successful in their general education classes. Teachers will receive supplies or materials necessary for this process.	Rokayatou Gaye, Margaret Williams, April Torres	05/31/2023		
<b>[S 1.3] Targeted Intervention and Personalized Learning</b> 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.  <b>Benchmark Indicator</b> 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.  Monthly progress monitoring data review of students' performance in targeted intervention (Imagine Edgenuity and AIMS Web Plus) to determine next steps of intervention support in an	<b>[A 1.3.1] Resources for Struggling Students</b> Students will be provided additional resources as a result of RTI. Students who are enrolled in intervention classes will receive daily instruction using Edgenuity. Inclusion teachers will work alongside the general education teacher to assist SpEd students. ESL teachers will do push-ins in the English and math classes. ELLs and SWD will receive additional time for assessments. These students will also receive read-alouds and more scaffolded instruction. Students will work in smaller groups when needed with success coaches, education assistants, special education assistants, and inclusion teachers. ELLs will utilize translators and Spanish-English/Arabic-English dictionaries. Students will also utilize dictionaries that have academic language translated. Teachers will	Margaret Williams, Rhonda Morgan, Tina Schuj, Amber Swan	05/31/2023		

<p>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>receive the necessary supplies and materials for this process.</p>				
	<p><b>[A 1.3.2] Small-Group Instruction</b>  Teachers will utilize blended learning for small-group instruction. Success Coaches (Peer Power), education assistants, special education assistants, and Inclusion teachers will assist students who need one-on-one or small group instruction during class. Teachers will also offer after-school assistance to students who need it. Teachers will receive supplies or materials necessary for this process.</p>	<p>Margaret Williams, Edrika Thigpen</p>	<p>05/31/2023</p>		
	<p><b>[A 1.3.3] After-school Tutoring</b>  Students who struggle with literacy skills and ELL Transitional 1-4 subgroup will receive additional instruction after-school or during Saturday school tutoring to increase student readiness and reduce barriers to learning. ESL co-teachers as well as Peer Power/Success Coaches will offer this service. Teachers will receive supplies or materials necessary for this process.</p>	<p>Margaret Williams, Shenar Miller, Nora Jones</p>	<p>05/31/2023</p>		

## **[G 2] Mathematics**

Kingsbury High School will improve the performance rate of students proficient in 9-12 mathematics from 1.9% in 2022 to 8% in 2023 for all students, including TSI-identified subgroup (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL.

Performance rates for TSI-identified subgroups will improve at the following rates:

B/AA - 2.1% to 8.2%

BHN - 1.5% to 7.6%

ED - 2% to 8.1%

EL- 0% to 6.3%

Hispanic - 1.1% to 7.3%

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

BiWeekly Common Assessments using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> 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 all students including TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL are career and college ready.</p> <p><b>Benchmark Indicator</b> All students including TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL 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 Educational Epiphany 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>School Walkthrough data will be monitored through</p>	<p><b>[A 2.1.1] PLCs and Collaborative Planning</b> Teachers meet weekly to analyze data, collaboratively plan, create lesson and assessments, and share teaching strategies. Teachers will review SPED subgroup's IEPs and ESL subgroup's ILPs to provide the necessary supports and accommodations to meet required compliance for students success.</p>	Edrika Thigpen, Kyla Johnson and Margaret Williams	05/31/2023		

<p>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 Zoho. Data should show teachers implementing the practices at or above 70% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p><b>[A 2.1.2] Bi-Weekly and Formative Assessments</b> Teachers will create lessons and assessments that are objective-driven and curriculum and standard-aligned. Assessments will be given bi-weekly using Mastery Connect or Go Formative and Common Formative Assessments will be given every quarter, using Mastery Connect. District staff and Kingsbury staff will use the Districtwide Instructional Practices to monitor the integrity of implementation of math instruction.</p>	Edrika Thigpen and math teachers	05/31/2023		
	<p><b>[A 2.1.3] Informal Observations</b> Teachers will receive weekly drop-ins and bi-weekly informal observations to ensure effective standards-aligned instruction. Teacher leaders and administrative staff will conduct these observations and provide meaningful feedback to teachers.</p>	Instructional Leadership Team	05/31/2023		
	<p><b>[A 2.1.4] Access to a Rigorous Curriculum</b> Provide teachers with curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year. Kingsbury will secure instructional supplies, software, equipment, materials, and any other instructional supplies for students and teachers to engage in rigorous instruction.</p>	Edrika Thigpen, Kyla Johnson, Nora Jones	05/19/2023		
<p><b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development at the District and school level for</p>	<p><b>[A 2.2.1] Customized Math Training</b> Teachers will receive training on content delivery and effective teaching strategies to engage</p>	Edrika Thigpen, Margaret	05/31/2023		

<p>school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance for all students including TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL.</p> <p><b>Benchmark Indicator</b> Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide 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. School Walkthrough data will be monitored weekly through Zoho for 70% 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 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>New teacher professional learning supports are offered at various times throughout each semester for new hires and novice teachers (1-3 years of experience). Weekly teacher support clinics will be held to support new teachers and teachers who are struggling with instructional practices identified through walkthrough data.</p>	<p>students. Teachers will understand how to move students from procedural skills to application of the skills. Teachers and school leaders will attend in-state and out of state conferences that will enhance teaching and learning to increase student achievement. Teachers will attend district level and school level professional development sessions.</p>	<p>Williams, Shenar Miller, and math teachers</p>			
	<p><b>[A 2.2.2] Department Data Days</b> Teachers will attend two days, one each semester of professional leaning to analyze data from CFA(s) and SCS Mastery Connect quarterly assessments. Teachers will engage in backwards planning to increase students' achievement. Teachers will</p>	<p>Edrika Thigpen</p>	<p>05/31/2023</p>		



	receive supplies or materials necessary for this process, including substitutes.				
	<b>[A 2.2.3] Effective Co-Teaching Training</b> Gen Ed teachers will receive training on co-teaching with SPED inclusion and ESL teachers. They will learn how to read IEPs and ILPs to ensure that students with disabilities and ELLs demonstrate success.	Rokhayatou Gaye, Megan Schmidt, Walter Ward	05/31/2023		
<b>[S 2.3] Targeted Interventions and Personalized Learning</b> 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 for all students including TSI-identified subgroup (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL.  ** **  ** **  <b>Benchmark Indicator</b> All students including TSI-identified subgroup (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Monthly progress monitoring data review of students' performance in targeted intervention (AIMS Web Plus) to determine next steps of intervention support in an effort to get them to grade level.  Weekly review of grade reports in PowerTeacher Pro to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	<b>[A 2.3.1] Additional Supports</b> Provide additional time to complete and make-up assignments  Daily assistance from Peer Power Success Coaches  RTI will provide additional support for students with deficits who are performing below expectations  SPED Inclusion teachers will assist with one-on-one or small group instruction.  ESL teachers will provide push-in support using the co-teaching model with the Gen Ed. teachers to assist with one-on-one or small group instruction and translating in the tested content areas.  After-school or Saturday School Tutoring	Edrika Thigpen, Walter Ward, Rokhayatou Gaye	05/31/2023		

	<b>[A 2.3.2] Small-group Instruction</b> Success Coaches, ESL and SPED Inclusion teachers will assist students who need one-on-one or small-group instruction during class. Teachers will create workstations for blended learning to assist students. ELLs and SWD will receive additional time for assessments. Students will work in smaller groups when needed with inclusion teachers.	Rokhayatou Gaye, Nora Jones, Walter Ward	05/31/2023		
	<b>[A 2.3.3] Resources for Struggling Students</b> Students will receive additional resources as a result of RTI and the Algebra I Lab courses. Students who are enrolled in intervention and/lab classes will receive daily instruction using Edgenuity and iReady. Students who struggle in their general education classes will use Khan Academy, Edgenuity, and other online resources. Inclusion teachers will work alongside the general education teacher to provide struggling students with additional assistance. ESL teachers will do push-ins in the Algebra I, II, and Geometry classrooms to provide additional support to English Language Learners. ELLs will utilize translators and Spanish-English/Arabic-English dictionaries. Teachers will receive the necessary supplies and materials for this process.	Edrika Thigpen, Kyla Johnson, Rokhayatou Gaye	05/31/2023		

### [G 3] College and Career Readiness

Kingsbury High School will increase the percentage of ready graduates from 9.4% (2022) to 15% (2023) and increase the graduation rate from 71.3% to 73%.

#### Performance Measure

Performance effectiveness will be measure by the following:

- \* Early Post Secondary Opportunities being offered
- \* ACT composite score (21 or higher)
- \* Earnings of Industry Certifications or college credits
- \* ASVAB Scores
- \* Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 3.1] ACT Preparation</b> Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p><b>Benchmark Indicator</b> Quarterly review of student's report card data to monitor success rates in ACT supported courses.</p> <p>Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.</p> <p>Quarterly attendance reports to review progress of students enrolled in ACT Prep courses offered during the school day.</p>	<p><b>[A 3.1.1] ACT Preparation Courses</b> Kingsbury High School will offer ACT Math Prep and ACT English Prep classes for students. Peer Power Success Coaches provide ACT Prep courses at the U of M. Kingsbury High School has the GEAR UP grant which ensure all 10th grade students will take the Pre-ACT test.</p>	<p>Levi Manos and Michelle Adair</p>	<p>05/31/2023</p>		
	<p><b>[A 3.1.2] Professional Development</b> Teachers will receive ACT Professional Development to ensure ACT strategies are used in their daily instruction such as bell work, Direct instruction, and exit tickets. Teachers will disaggregate the data from the ACT Pre-test to determine where to target instruction for the students' to increase their test scores.</p>	<p>Levi Manos, Laquita Jones-Taylor, Edrika Thigpen</p>	<p>05/31/2023</p>		
	<p><b>[A 3.1.3] Mock ACT Assessment</b> Students will be provided the opportunity to take a mock assessment in the fall and spring. Teachers will meet to analyze the data and create lessons to reteach ACT strategies. Supplies, materials, equipment, and contracted services will be provided to support students in the classroom in preparation for the ACT.</p>	<p>Levi Manos and Donna Horton</p>	<p>05/31/2023</p>		
<p><b>[S 3.2] Early Post-Secondary Opportunities</b> Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p>	<p><b>[A 3.2.1] CCTE Early College Program</b> Students will attend Moore Tech College to take Dual Enrollment classes and Welding I, Cosmetology, and Property Maintenance to earn college credits while in high school.</p>	<p>Nora Jones, Michelle Adair</p>	<p>05/31/2023</p>		

<p><b>Benchmark Indicator</b></p> <p>Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> <p>Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p>					
	<p><b>[A 3.2.2] Advanced Placement Courses</b></p> <p>Advanced Placement courses offered at Kingsbury High School provide early college preparation, gives students a chance to take college level work and earn college credit while still in high school. These classes help students prepare for challenging college classes and develop college level academic skills needed to be successful in college.</p> <p>AP Courses offered at Kingsbury High School:</p> <ul style="list-style-type: none"> <li>* AP Biology &amp; Lab</li> <li>* AP Chemistry &amp; Lab</li> <li>* AP Language</li> <li>* AP Literature</li> <li>* AP World History</li> <li>* AP U. S. History</li> <li>* AP Spanish Language</li> <li>* AP Studio Art &amp; Lab</li> <li>* Pre-AP Visual Arts</li> </ul>	Michelle Adair and Shenar Miller	05/31/2023		
	<p><b>[A 3.2.3] Gear Up</b></p> <p>The GEAR Up program is a grant funded program that supports efforts to increase the number of low-income students that obtain a high school</p>	Laquita Jones-Taylor	05/31/2023		

	<p>diploma and prepare for and succeed in post-secondary education. Kingsbury High School received the GEAR UP grant in 2018.</p> <p>GEAR Up Activities:</p> <p>College Application and Exploration Week</p> <p>TN Promise Community Service Opportunities</p> <p>TN Promise Application Workshop</p> <p>College Signing Day</p> <p>Summer Melt</p>				
<p><b>[S 3.3] Career Exploration and Work-Based Learning Opportunities</b></p> <p>Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>###</p> <p><b>Benchmark Indicator</b></p> <p>Semester review of student career interest inventories to gauge and support high school course planning.</p> <p>Quarterly monitor enrollment and course selection for 8th and 9th grade students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts.</p> <p>Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades.</p> <p>Analyze semester transcripts for Pathways to support the program of study and maintain</p>	<p><b>[A 3.3.1] CCTE</b></p> <p>Kingsbury Career &amp; Technology Center serves students in grades 9-12. The CTC strives to certify all students who elect to take classes, to matriculate seniors, and to place students who are job ready. The CTC supports and tracks seniors for enrollment in post- secondary institutions. English Language Learners and Special Education students are recruited and served in the CTC program with accommodations based on the students' IEP or ILP.</p>	<p>Michelle Adair, Laquita Jones-Taylor</p>	<p>05/31/2023</p>		

alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.					
	<p><b>[A 3.3.2] NAF Academies</b></p> <p>The NAF Academy provides a rigorous curriculum that incorporate industry practices, literacy strategies, and STEM integration. The NAF curricula helps students acquire workplace skills and make connections with their education as a step towards their career. The NAF Academy teachers plans and incorporates teaching and learning experiences with work based learning activities that help students make connection with the real world. The NAF approach to work based learning is centered on a continuum of learning experiences beginning with career awareness activities, to career exploration activities, and culmination in career preparation activities including internships. The overall goal of the NAF Academy is to provide students with a well-rounded skill set that will help them succeed in college and in the work place. Special recruitment for SWD and ELL students will be conducted and accommodations provided.</p>	Michelle Adair, Laqietta Jones Taylor	05/31/2023		
	<p><b>[A 3.3.3] Gear Up Career Exploration</b></p> <p>GEAR Up promotes college and career exploration. GEAR Up helps students explore their options by providing career-centered activities virtually and in person. The programs allows students to take virtual business tours and attend career fairs. It provide resources to help students learn more about the different careers and the skills required to enter into certain fields. It also provides opportunities for students to develop an academic plan that aligns with their future career goals.</p>	Laquita Jones-Taylor	05/31/2023		

#### **[G 4] Safe and Healthy Students**

Kingsbury High School will reduce the percentage of chronically out of school students from 46.4% in 2021-2022 to 40% for the 2022-2023 academic school year.

#### **Performance Measure**

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point
- \* BrightBytes
- \* SART meetings for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Attendance and Behavior Interventions and Supports</b> Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b> 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><b>[A 4.1.1] RTI²B</b> RTI²B Discipline Plan (Response to Instruction and Intervention for Behavior) is a schoolwide plan. This multi-tiered support plan helps create a positive culture for students and staff with the goal of improving academic and behavioral outcomes for all students. This plan was instituted in four specific areas of the school: classroom, hallway, restrooms, and cafeteria to create a positive and proactive way to acknowledge, engage, and respect all stakeholders. We celebrate and reward positive behavior throughout the school day, each quarter, and semester. Building better relationships with students, parents, and the community leaders is key to reducing discipline issues at school. Within the relationship building process, we have incorporated a mentoring program and grade level administrators and counselors who intervene on behalf of students.</p> <p>The RTI²B team meets following every twenty-day period. The data is reviewed and monitored by administration and the team during the meeting. The discipline team continuously monitors and assesses the discipline plan. The administrative team will continue to use overnight parent conferences, mediation and counsel with students regarding appropriate behavior to increase the students time in the classroom. Success with the team and the discipline plan is making students, staff, and parents aware of expectations in the SCS Code of Conduct and enforcing the steps of</p>	Walter Ward, Robrika Smith	05/26/2023		

	progressive discipline along with the rewards and consequences with fidelity. Supplies or materials will be provided for this process.				
	<p><b>[A 4.1.2] Re-Set Room</b></p> <p>The Re-Set room is designed for a more restorative and progressive approach to discipline as a proactive and purposeful alternative to suspension. The Re-SET allows for immediate removal of a student from a classroom or other discipline situation. The Re-SET room will serve as a judgement-free space, within the school to provide a temporary cooling down period. The goals for the Re-SET room is to decrease out-of-school suspensions, to improve attendance, to improve students' social and emotional skills, to increase instructional time; due to fewer behavior related interruptions, and to decrease office referrals. The SEL curriculum provides intervention/ alterative coping strategies and resources for students. A Re-Connection Specialist will provide support and intervention for students, teachers, and families. The Re-Connect Specialist will be responsible for monitoring, coaching, tutoring, and interacting with students, helping students learn and use appropriate behaviors, keeping Re-SET data and monitoring student's progress, as well as, serving as an active member of the SRT/S-Team/504 team as needed.</p>	Kiara Jackson, Terrell Benton, Walter Ward	05/26/2023		
	<p><b>[A 4.1.3] Utilize Behavior Specialist</b></p> <p>The Behavior Specialist assists in the prevention and intervention of disruptive and at-risk behavior of students by facilitating behavioral services to students, families and educational staff. The Behavior Specialist is responsible for coordinating diagnostic, education and therapeutic services; assisting teachers with classroom management skills; providing on-going and crisis counseling and assistance; maintaining records and reports as required, and performing related professional and administrative work as assigned. The Behavior Specialist will meet with students by grade level,</p>	Walter Ward, Robrika Smith	05/26/2023		



	small group, and individually to produce positive student outcomes.				
<p><b>[S 4.2] Professional Development</b> Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b> 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 district-wide.</p>	<p><b>[A 4.2.1] RTI<sup>2</sup>B Plan</b> Mandatory training for all teachers and staff who work directly with student behavior. Teachers/staff are required to attend professional develop in the areas of Restorative Discipline Practices, SEL and RTI<sup>2</sup>B Plan.</p>	Walter Ward, Margaret Williams, Robrika Smith	12/16/2022		
	<p><b>[A 4.2.2] Safe Schools Training</b> Mandatory training for all teachers and staff who work directly with student to ensure students' safety in multiple situations. The goal is to enable teachers, staff and students to identify and manage risks associated with their activities during the school day thereby ensuring a safe and healthy learning environment for all students. Topics for training:</p> <p>Child Abuse: Mandatory Reporting</p> <p>Youth Suicide: Awareness and Prevention</p>	Shenar Miller, Nora Jones	10/31/2022		
	<p><b>[A 4.2.3] ACEs Training</b> Faculty will receive training on ACEs. This session will increase their understanding of how exposure to multiple and severe stressors can profoundly affect how children interpret their world. The more ACEs a child has been exposed, the greater the</p>	Nora Jones, Margaret Williams	12/16/2022		

	likelihood that he or she will experience developmental delays and health problems in the future. Increasing the awareness of ACEs in children and looking at students through a trauma-sensitive lens opens an opportunity to approach teaching and learning in new ways.				
<p><b>[S 4.3] Parent, Family, and Community Engagement</b></p> <p><b>Benchmark Indicator</b> 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><b>[A 4.3.1] Annual Title I Meeting</b> The annual Title I meeting informs parents/guardians of Kingsbury High School's participation in the Title I program. Parents/Guardians are informed that the Title I program is funded by the Federal Government to help students close the achievement gap and meet national and state standards. The purpose of Title I is to ensure that all students have a fair and equal opportunity to get a high-quality education. Parents/Guardians are informed of the following: policies for family engagement, reporting pupil progress, school's status, teacher qualifications, parents right to know, school/parent compact, and the student code of conduct.</p>	Margaret Williams, Edrika Thigpen, Celeste Montes	09/30/2022		
	<p><b>[A 4.3.2] Parent Teacher Conferences</b> A parent teacher conference is a face-to-face meeting between the parent/guardian and the teacher. It is an opportunity to discuss the student's academic progress, social behavior, and what the parent/guardian can do to support their student. The conference also gives the parent/ guardian and the teacher time to plan together on how they can both help the student. Parent teacher conferences are held twice during the school year. Translation and interpretation services are available at parent teacher conference and throughout the school year. Parents/Guardians</p>	Shenar Miller, Nora Jones	05/31/2023		

	may request additional conference times as needed. All teachers maintain office hours each week and they are also available by appointments.				
	<b>[A 4.3.3] SART Team Meetings</b> Parent meetings with the school level SART team and/or the Office of S.E.E.D. to support parents and work with their students who are at risk with attendance and discipline issues. The S.E.E.D office works in partnership with the school's SART team to ensure that school environments are conducive for instruction. They provide guidance to parents regarding attendance and discipline and to ensure parents that the SCS Student Code of Conduct is implemented fairly and with equity.	Celeste Montes, Precious Chapman	05/26/2023		
	<b>[A 4.3.4] Parent Trainings</b> Parent trainings will be held to keep parents abreast of everything happening at school. Parents will be trained in various areas, including how to analyze their child's data and how to monitor their child's attendance and grades in PowerSchool to help them be successful throughout the school year. Title I funds will be utilized to support this.	Margaret Williams, Edrika Thigpen, Celeste Montes	05/31/2023		

#### **[G 5] English Learners with Transitional 1-4**

Kingsbury High School will improve the success rate of students in the English Learners with Transitional 1-4 subgroup from 1.9% in 2022 to at least 3.8% in 2023.

#### **Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessments using Mastery Connect

BiWeekly Common Formative Assessments using Mastery Connect

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<b>[S 5.1] Targeted Interventions and Supports</b> Provide academic interventions, personalized learning activities, an individualized learning pace,	<b>[A 5.1.1] Additional Supports</b> Additional time to complete assignments in class	Kyla Johnson-ILT, Edrika	05/26/2023		

<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement for ELL Transitional 1-4.</p> <p><b>Benchmark Indicator</b> 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 (Imagine Edgenuity and AIMS Web Plus) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>Access to Spanish-English dictionary</p> <p>Students will receive invites from English and Math teachers to attend after school tutoring and Saturday school tutoring as necessary</p> <p>Biweekly assessment data will be used to track the academic achievement and growth of targeted ELL Transitional 1-4 students</p> <p>Small group instruction will be made accessible using the blended learning model through all core classrooms</p> <p>Family literacy and numeracy night will allow students and parents to learn a strategy to employ at home to support their students with homework and class assignments</p>	<p>Thigpen-PLC Coach (Math), Ledra Pegues-ILT, Margaret Williams-PLC Coach (ELA)</p>			
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