

Kingsbury High Annual Plan (2021 - 2022)

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**[G 1] Reading/Language Arts**

Kingsbury High School will increase ELA on-track and mastery proficiency rates for grades 9-12 from 11.5% in 2021 to 13.22% in 2022.

**Performance Measure**

TNReady Assessment District Formative Assessment: 70% on track/mastery

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 are career and college ready.</p> <p><b>Benchmark Indicator</b> Benchmark Indicator 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. Weekly 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. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</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>	Margaret Williams and Danyel Turner	05/02/2022		
	<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.</p>	Margaret Williams, Danyel Turner, Rokahayatou	05/20/2022		

	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.	Gaye, Sara Musasche			
	<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.	Shenar Miller, Ledra Pegues, Margaret Williams	05/20/2022		
<b>[S 1.2] Professional Development</b> Professional development will be provided to teachers, administrators, and other instructional staff on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look-fors, and proficient reading levels of grade supported texts.  <b>Benchmark Indicator</b> Weekly 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 in order to plan professional development support. 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,	<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.	Margaret Williams	10/08/2021		

obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. PD sessions for teachers to learn effective strategies to help students reach the district's ELA goal. New teacher professional learning supports are offered at various times throughout each semester for new hires.					
	<b>[A 1.2.2] 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.	Rokhayatou Gaye, Tess Miah, Sara Musache, Danyel Turner	10/08/2021		
	<b>[A 1.2.3] 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	05/20/2022		
<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	<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,	Rokhayatou Gaye, Sara Musache, Margaret Williams, Kaitlyn Manning, Teresa Spillers	05/20/2022		

standards for the specific quarter.Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.Weekly review of Power Teacher Pro to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	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 receive the necessary supplies and materials for this process.				
	<b>[A 1.3.2] Small-Group Instruction</b> Teachers will utilize breakout rooms in MS Teams and stations 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.	Shenar Miller	05/20/2022		
	<b>[A 1.3.3] After-School Tutoring</b> Students who struggle with literacy skills will receive additional instruction after-school or during Saturday school tutoring. Teachers as well as Peer Power/Success Coaches will offer this service.	Ledra Pegues and Mr. Miller	05/20/2022		

## **[G 2] Mathematics**

Kingsbury High School will improve on-track/mastery percentages for grades 9-12 from 1.7% in 2021 to 2.04% in 2022.

### **Performance Measure**

TNReady AssessmentDistrict Formative Assessment (Mastery Connect) - 70% on track/mastery for all students

<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 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	<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	Angelique Moffett, Margaret Williams, and Kyla Johnson	05/20/2022		

<p>mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b>  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. 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. District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and segregated to observe trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 70% per visit. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>supports and accommodations to meet required compliance for students success.</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>	<p>Angelique Moffett and Math teachers</p>	<p>05/20/2022</p>		
	<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</p>	<p>ILT</p>	<p>05/20/2022</p>		

	administrative staff will conduct these observations and provide meaningful feedback to teachers.				
<p><b>[S 2.2] Professional Development</b> 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><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. 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. New teacher professional learning supports are offered at various times throughout each semester for new hires.</p>	<p><b>[A 2.2.1] Customized Math Training</b> Teachers will receive training on content delivery and effective teaching strategies to engage 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>	Angelique Moffett, Margaret Williams, Shenar Miller	05/20/2022		
	<p><b>[A 2.2.2] Data Days</b> Teachers will attend two days, one each semester of professional learning to analyze data from CFA(s) 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.</p>	Margaret Williams and Geneva Gordon	04/29/2022		
	<p><b>[A 2.2.3] Effective Co-Teaching Training</b> Gen Ed teachers will receive training on</p>	Sara Musasche,	11/29/2021		

	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,	Danyel Turner, Rokhayatou Gaye, and Tess Miah			
<p><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.</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. Weekly review of Power Teacher Pro to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p><b>[A 2.3.1] Additional Supports</b> Provide additional time to complete and make-up assignmentsDaily assistance from Peer Power Success CoachesRTI will provide additional support for students with deficits who are performing below expectationsSPED 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.</p>	Kaitlyn Manning, Danyel Turner, Rokhayatou Gaye, Tess Miah	05/20/2022		
	<p><b>[A 2.3.2] Small-group Instruction</b> Success Coaches and 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.</p>	Danyel Turner and Tess Miah	05/20/2022		
	<p><b>[A 2.3.3] Resources for Struggling Students</b> Students will receive additional resources as a result of RTI. Students who are enrolled in intervention classes will receive daily instruction using Edgenuity. 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</p>	Kyla Johnson, Angelique Moffett, Rokhayatou Gaye, Tess Miah, Danyel Turner	05/20/2022		

	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.				
<b>[G 3] College and Career Readiness</b> Kingsbury High School will increase the percentage of ready graduates and increase graduation rates.Kingsbury High School will improve the percent of ready graduates through consistent progress in increasing graduation rates and the commitment to expanding EPSOs to prepare students for college and career success.					
<b>Performance Measure</b> Early Post Secondary Opportunities (EPSOs)ACT Scores (21 or higher)Industry CertificationsASVAB ScoresGraduation Rate					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<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.  <b>Benchmark Indicator</b> Quarterly review of student's report card data to monitor success rates in ACT supported courses.Quarterly attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.	<b>[A 3.1.1] ACT Preparation</b> ACT Prep classes are offered to our students. We have two teachers dedicated to ACT English and ACT Math Prep courses. 11th Grade English teachers use ACT questions as bell work each day. Students respond to one or more ACT question per English class. Kingsbury High School has the GEAR UP grant which ensure all 10th grade students will take the Pre-ACT test. The data will be utilized to provide student with preventive measures to meet the ready graduate indicator. Peer Power Success Coaches provide ACT Prep courses at the U of M, Saturday School. Transportation is provided to students who attend.	Mary Adair, Laquita Jones-Taylor	05/20/2022		
	<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 Bellwork, 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.	Margaret Williams and Nora Jones	02/27/1920		



	<p><b>[A 3.1.3] Mock ACT</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>	Margaret Williams, Mary Adair, and Laquita Jones-Taylor	02/25/2022		
<p><b>[S 3.2] 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>Benchmark Indicator</b> 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. Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year. 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 3.2.1] CCTE Early College Program</b> Students will attend Moore Tech College to take Dual Enrollment classes and Welding I and Property Maintenance to earn college credits while in high school.</p>	Helen Holliman, Mary Adair, and Timothy Batts	05/20/2022		
	<p><b>[A 3.2.2] Advanced Placement Courses</b> 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. AP Courses offered at Kingsbury High School: AP Biology &amp; Lab AP Chemistry &amp; Lab AP Language AP Literature AP World History AP U. S.</p>	Mary Adair and Detrick Love	05/20/2022		

	HistoryAP Spanish LanguageAP Studio Art & LabPre-AP Visual Arts				
	<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 diploma and prepare for and succeed in post-secondary education. Kingsbury High School received the GEAR UP grant in 2018. GEAR Up Activities: College Application and Exploration WeekTN Promise Community Service OpportunitiesTN Promise Application WorkshopCollege Signing DaySummer Melt</p>	Laquita Jones-Taylor and Shenar Miller	05/20/2022		
<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><b>Benchmark Indicator</b></p> <p>Semester review of student career interest inventories to gauge and support high school course planning. Quarterly monitor enrollment and course selection for 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. Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades. Analyze semester transcripts for Pathways to support the program of study and maintain 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>	<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>	Helen Holliman, Mary Adair, Timothy Batts	05/20/2022		

	<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>	Laquita Jones-Taylor, Helen Holliman, Shenar Miller, Timothy Batts	05/20/2022		
	<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 and Shenar Miller	05/20/2022		
<p><b>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</b></p> <p>Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p>	<p><b>[A 3.4.1] Gear Up Transition Day</b></p> <p>Students will participate in a virtual transition day. Students will log on to TEAMS for a virtual grade level information session. Students will be allowed to access different channels within the TEAMS platform to find out more about the clubs,</p>	Laquita Jones-Taylor, LaTonya Taylor, Helen Holliman	09/30/2021		

<p><b>Benchmark Indicator</b></p> <p>Individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) will be reviewed semi-annually to ensure students are on track for transitions to the next grade; transition plans (including academic and non-academic reports) - will be reviewed annually to ensure course offerings and opportunities for educational placement are available for transitioning students; 4-year student academic plans - will be reviewed annually to ensure course offerings and opportunities for educational placement are available for transitioning students; parent and student evaluation surveys will be conducted quarterly. Each semester conduct fidelity checks of updated student intervention plans resulting from transcript evaluations and intervention guidance.</p>	<p>organizations, and the CTE program. In addition, they will meet their teachers via TEAMS who will explain the rules and expectations.</p>				
	<p><b>[A 3.4.2] Gear Up High School to College Transition Workshop</b></p> <p>KHS staff will assist students in completing critical steps of the college-going process. Gear Up Site coordinator will host a virtual college transition workshop via TEAMS for 12th grade students. Content of the workshop will focus on student success skills, such as study skills and time management, as well as college knowledge such as the function of offices such as the bursar and registrar.</p>	<p>Laquita Jones-Taylor and Mary Adair</p>	<p>05/20/2022</p>		
	<p><b>[A 3.4.3] Summer Bridge Program</b></p> <p>Students will attend a three- four day camp via TEAMS to foster positive relationships with peers, faculty, and staff at Kingsbury High School. The KHS Virtual Summer Bridge Program will assist with the following: Give students the confidence and skills to successfully transition. Assist students in their personal development of life skills including</p>	<p>Mary Adair, Laquita Jones-Taylor, Angelique Moffett, Helen Holliman</p>	<p>05/20/2022</p>		

	test-taking strategies.Familiarize students with KHS and its resources.Enhance critical thinking skills through self-exploration and class experiences.Gain leadership skills through classroom activities, discussions, and cultural experiences.Develop strategies and resources for students to balance school, work, and personal commitments.Team building exercises and leadership activities.STEM activitiesEducational Field TripsCollege Tours				
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#### [G 4] Safe and Healthy Students

Kingsbury High School will reduce the percentage of chronically out of school students from 26% in 2019-2020 to 25.2% for the 2021-2022 academic school year.

#### Performance Measure

Power BI dataBright BytesPowerSchool dataSART documentation 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, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p><b>Benchmark Indicator</b> Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents.. Monitor 20 day reports to identify students at risk of high chronic absenteeism Monitor 20 day reports to assess the impact of suspensions on daily attendance.Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</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.The RTI²B team meets following every twenty-day period. The data is reviewed and</p>	John Beattie, Detrick Love, Robrika Smith	05/20/2022		

	<p>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 progressive discipline along with the rewards and consequences with fidelity.</p>				
	<p><b>[A 4.1.2] Utilize Behavior Specialist</b>  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, small group, and individually to produce positive student outcomes.</p>	<p>Robrika Smith and John Beattie</p>	<p>05/27/2022</p>		
	<p><b>[A 4.1.3] Re-Set Room</b>  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</p>	<p>John Beattie, Nora Jones, Shenar Miller, Danyel Turner, Angelique Moffett</p>	<p>05/27/2022</p>		

	instructional time; due to fewer behavior related interruptions, and to decrease office referrals. The SEL curriculum provides intervention/ alternative 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><b>[S 4.2] Professional Development</b> Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p><b>Benchmark Indicator</b> Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development sessionMonitor behavior plans per semester to determine the implementation and effectiveness of the strategies.Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. 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><b>[A 4.2.1] ACEs Training</b> This session will increase participants' 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 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>	Nora Jones and John Beattie	01/07/2022		
	<p><b>[A 4.2.2] RTI<sup>2</sup>B Plan</b> Mandatory training for all teachers and staff who work directly with student behavior are required to attend professional develop in the areas of Restorative Discipline Practices, SEL and RTI<sup>2</sup>B Plan.</p>	John Beattie and Robrika Smith	05/27/2022		

	<p><b>[A 4.2.3] 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:Child Abuse: Mandatory ReportingYouth Suicide: Awareness, Prevention and Postvention (Jason Flatt Act)</p>	Nora Jones and all staff members	05/20/2022		
<p><b>[S 4.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</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.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.Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.Conduct 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 and Precious Chapman	09/30/2021		
	<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.</p>	Shenar Miller, Margaret Williams, all teachers	05/27/2022		



	<p>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 may request additional conference times as needed. All teachers maintains office hours each week and they are also available by appointments.</p>				
	<p><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.</p>	<p>Shenar Miller,  Nora Jones,  and Margaret Williams</p>	<p>05/20/2022</p>		