

Kingsbury Middle Annual Plan (2024 - 2025)

Last Modified at Nov 22, 2024 03:33 PM CST

**[G 1] Kingsbury Middle will increase met/exceeded rates on the Spring 2025 ELA TCAP assessment from: 5.6% in 2024 to at least 11.4% in 2025 (Grade 6); 9.4% in 2024 to at least 15.2% in 2025 (Grade 7); 9.7% in 2024 to at least 15.5% in 2025 (Grade 8).**

**\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\***

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

**District Turnaround Plan Goal**

[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Support implementation of standards aligned curricula</b>                      Rationale                      -----                      *Provide a rationale for choosing the strategy/intervention.*                      Teachers working in CSI schools need support working with a larger number of students with a variety of academic challenges. All students deserve to be taught grade-level standards-aligned curricula with instructional tasks that allow them to practice and master the requirements of the standard. The proper use technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.                      Supporting Data                      -----</p>	<p><b>[A 1.1.1] TEM-Aligned Classroom Walkthroughs and Feedback</b>                      Description                      -----                      *Provide a brief narrative of the proposed action step.*                      School level administrators and district level staff will use a TEM-aligned walkthrough tool to monitor the fidelity of implementation of Tier 1 instruction. Data from the walkthroughs will be used to develop comprehensive and individual professional development plans to address teachers' instructional needs. Educational leaders and coaches will work collaboratively with teachers to master the process of unpacking and deconstructing standards in order to develop and implement unit and lesson plans that result in students' increased content knowledge and academic achievement and growth.</p>	<p>Taisha Ware, Principal;                      Roderic Peterson, Assistant Principal;                      Maya Lee, PLC Coach;                      Briana Brown, MSCS Literacy Coach</p>	<p>05/23/2025</p>		

<p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* In the Spring of 2025, the percentage of students who met/exceeded expectations in 7th grade ELA increased by 2.0 percentage points from 7.4% (Spring 2024) to 9.4%.</p> <p>* In the Spring of 2025, the percentage of students who met/exceeded expectations in 8th grade ELA increased by 6.7 percentage points from 3.0% (Spring 2024) to 9.7%.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Daily classroom observations and feedback using the Classroom Walkthrough Protocol and Debriefing Document.</p> <p>* Daily classroom walkthroughs to provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts and assessment strategies outlined in the TEM rubric and gauge the implementation of standards-aligned instruction.</p> <p>* Daily use of technology, including the use of online, standards-aligned student tasks and blended learning during small group instruction at least twice per week</p> <p>* TEM Observation 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 teachers' delivery of standard aligned</p>	<p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly data reports (quantitative and qualitative) from TEM-aligned classroom walkthroughs</p> <p>* Meeting agendas, minutes, and sign-in sheets from Administrative Team (Weekly), PLC Meetings (Weekly) and Instructional Leadership Team (Bi-Weekly) meetings, and 1:1 Educator meetings (Bi-weekly)</p> <p>* Deliberate practice during weekly PLC meeting agendas and teacher sign-sheets</p> <p>* Weekly, individualized feedback to educators based on classroom walkthroughs</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Weekly walkthrough data and feedback will indicate that least 75% of teachers implement standards-aligned instruction.</p> <p>* At least 15% of ELA students will meet/exceed expectations on weekly assessments.</p> <p>* 100% of team meeting agendas and minutes will indicate data-informed foci and decision making regarding instructional support for teachers and students. (i.e. professional development prescriptions, purchase of instructional resources, etc.)</p> <p>* 100% of weekly, individualized feedback to educators includes areas of reinforcement and actionable areas of refinement.</p>				
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lessons to the TN Standards.  
\* Weekly Lesson Plans (Provide daily access to rigorous ELA curriculum that will develop students' understanding of the content, strengthen comprehension, and promote mastery of TN Standards.)  
\* Bi-weekly Deliberate Practices Schedules and Agendas  
\* Quarterly Common Formative Assessments (Fall, Winter, Spring)

Effectiveness

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\*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*

- \* Data from daily classroom walkthroughs will indicate that at least 75% of teachers are implementing aligned instruction (alignment between the standard/objective, student tasks, checks for understanding, and assessments).
- \* Data from daily classroom walkthroughs will indicate that teachers utilize technology-based academic support at least 85% of the instructional time and small group time.
- \* Data from quarterly common formative assessments will show an increase in the percentage of students meeting or exceeding expectations by at least 5.0% pts or greater per testing cycle (Fall, Winter, Spring).
- \* Daily classroom visits and student assignments will show 100% of use of the ELA curriculum, MyPerspectives, being used with fidelity resulting in individual teacher's average TEM scores increasing by at least one point.
- \* At least 50% of biweekly deliberate practice sessions will be focused on teacher think aloud and the alignment of the task on the table.

	<p><b>[A 1.1.2] Providing Content-Based Instructional, Assessment, and Human Resources and Tools</b> Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>* Hire an educational assistant to support teachers of record in ensuring that students will experience Tier 1 whole group instruction and Tier II &amp; III small group instruction and intervention. Student and teacher laptops will be used to implement small group rotations and supports.</p> <p>* Purchase new laptops or tablets for outdated or malfunctioning student and teacher devices to integrate educational technology more fully into daily lessons.</p> <p>* Replace outdated/malfunctioning SMART Panels by purchasing interactive panels designed to increase student engagement and improve educational technology integration.</p> <p>* Purchase instructional/academic supplies and resources designed to support daily classroom instruction. Examples of such items are pencils, pens, paper, composition books, dictionaries, thesauruses, staplers, glue, tape, headphones, DocuCams, vocabulary flashcards, instructional resource texts, instructional workbooks, erasers, correction tape, Learniture, etc.</p> <p>* Contract with assessment company to utilize a platform to create, administer, and analyze common formative assessment data.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly classroom observations and debriefing tool will be used to monitor and assess: + the effectiveness of instructional support provided</p>	<p>Taisha Ware, Principal; Roderic Peterson, Assistant Principal; Maya Lee, PLC Coach; Kima Ransom, ESL ILT Lead; Nia McClendon, Librarian; Briana Brown, MSCS ELA Instructional Coach; ELA Instructors; Special Education Assistant</p>	<p>05/23/2025</p>	<p>TAG 4.0 [\$32093.19]</p> <p>SSIG 1.0 [\$33114.56]</p> <p>SSIG 2.0 [\$218241.57]</p> <p>Innovative Schools Model [\$401414.00]</p> <p>Title I [\$4991.25]</p>	
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by the educational assistant  
+ the integration of educational technology into daily classroom instruction.  
+ the utilization of instructional/academic supplies and resources  
\* Weekly review of teacher lesson plans  
\* Weekly lesson plans that illustrate the educational assistant's role in supporting Tier I, Tier II, and Tier III instruction, including specific details of the educational assistant's responsibilities for small group instruction.

Effectiveness

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\*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*

\* Weekly and quarterly assessment data will be used to measure students' progress toward achieving personal and school-wide academic goals.  
+ Common Formative Assessments will be administered in 100% of each core content area class in Fall 2024, Winter 2025, and Spring 2025.  
+ Overall ELA met/exceeded rates for each grade level (6th, 7th, 8th) will increase by at least 5 percentage points each CFA administration

**\*\*Title I Planned Expenses\*\***

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**\*\*TAG 4.0 Planned Expenses\*\***

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**\*\*Total Educational Assistant Expenses:  
\$32,093.19\*\***

	<p><b>**SSIG 1 Planned Expenses:**</b> -----</p> <p><b>**Total: \$33,114.56**</b> -----</p> <p><b>**SSIG 2 Planned Expenses**</b> -----</p> <p><b>**Innovative Schools Model (ISM) Grant Planned Expenses**</b> -----</p> <p><b>**Total Educational Technology Expenses: \$401,414.00 **</b></p>				
<p><b>[S 1.2] Professional Development (Create opportunities for staff collaboration focused on improving the quality teaching and learning in all classrooms.)</b> Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* To 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 will improve teachers' pedagogy of the content, and master of standard look-fors that will result in improved student performance.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is</p>	<p><b>[A 1.2.1] General and Individualized Professional Development Opportunities</b> Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>School leaders and teachers will engage in a variety of individualized, school-based, District, state and national professional learning opportunities focused on strengthening teacher pedagogy, enhancing content knowledge, implementation of evidence-based strategies to support student achievement. This will be accomplished through PLCs, content area intensives, and state/national conferences hosted by educational organizations.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure</p>	<p>Taisha Ware, Principal; Roderic Peterson, Assistant Principal; Maya Lee, PLC Coach; Instructional Leadership Team</p>	<p>06/27/2025</p>	<p>SSIG - 2 [\$6810.00]</p> <p>SSIG - 1 [\$21802.62]</p> <p>Title I [\$3226.88]</p>	

<p>a new strategy/intervention.*</p> <p>*This is an existing strategy.*</p> <p>**Spring 2024 Insight Survey Data on Professional Development at Kingsbury MS**</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* School leaders will attend the MSCS monthly Instructional Leadership Development Week (LDW) sessions.</p> <p>* Teachers will attend the MSCS monthly Teacher Development Week (TDW) sessions.</p> <p>* School leaders and teachers will participate in monthly virtual and in-person training sessions provided by the Professional Learning &amp; Support and Curriculum &amp; Instruction departments.</p> <p>* School leaders and/or teachers will attend state, regional, and/or national conferences designed to build instructional and leadership capacity for increasing academic achievement and growth. Professional development opportunities will occur monthly, quarterly, per semester, and/or annually.</p> <p>* School leaders will develop both comprehensive and individual professional development plans that will address targeted needs identified through classroom observations, survey data, and focus group feedback. The professional development plans will include weekly, monthly, quarterly, and annual PD opportunities.</p> <p>Effectiveness -----</p>	<p>implementation of the action step.*</p> <p>* Weekly, Monthly, and Annual PDs agendas, minutes, sign-in sheets</p> <p>* PLZ transcripts/TEM and TEAM Scores</p> <p>* Classroom walkthrough data Weekly</p> <p>* Teacher needs assessment/survey per semester</p> <p>* Travel Authorization and Expense Reports</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* **Classroom Walkthroughs to measure strategy implementation (Weekly)**</p> <p>+ At least 75% of teachers will demonstrate effective implementation of the targeted content/topic/strategy covered during a professional development session.</p> <p>* **Insight Surveys (Bi-Annually)**</p> <p>+ There will be an increase of at least 2 points in the Fall Insight Index, from 7.3 (Fall 2023) to 9.3 or higher (Fall 2024).</p> <p>+ There will be an increase of at least 2.3 points in the Spring Insight Index, from 7.2 (Spring 2024) to 9.5 or higher (Spring 2025)</p> <p>* **PLZ Transcripts (Bi-Annually)**</p> <p>+ During the 2024-2025 school year, at least 75% of teachers will demonstrate that they've earned at least five professional development points (PDPs) on their PLZ transcript at the end of each semester.</p> <p>* **Teacher/Student (Panorama)/Parent Surveys (Quarterly, Bi-Annually)**</p> <p>+ Data from teacher, student, and parent surveys will indicate that at least 75% of respondents indicate they are "Satisfied" or "Extremely Satisfied" (or a measurable equivalent) with the</p>				
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<p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>The level of effectiveness of professional development opportunities will be measured through analysis of data from:</p> <p>* **Classroom Walkthroughs to measure strategy implementation (Weekly)**  + At least 75% of teachers will demonstrate effective implementation of the targeted content/topic/strategy covered during a professional development session.</p> <p>* **Insight Surveys (Bi-Annually)**  + There will be an increase of at least 2 points in the Fall Insight Index, from 7.3 (Fall 2023) to 9.3 or higher (Fall 2024).  + There will be an increase of at least 2.3 points in the Spring Insight Index, from 7.2 (Spring 2024) to 9.5 or higher (Spring 2025)</p> <p>* **PLZ Transcripts (Bi-Annually)**  + During the 2024-2025 school year, at least 75% of teachers will demonstrate that they've earned at least five professional development points (PDPs) on their PLZ transcript at the end of each semester.</p> <p>* **Teacher/Student (Panorama)/Parent Surveys (Quarterly, Bi-Annually)**  + Data from teacher, student, and parent surveys will indicate that at least 75% of respondents indicate they are "Satisfied" or "Extremely Satisfied" (or a measurable equivalent) with the implementation of a particular strategy used as the result of professional development opportunities.</p>	<p>implementation of a particular strategy used as the result of professional development opportunities.</p> <p>* **Informal Classroom Walkthroughs/TEM/TEAM Evaluation Scores (Weekly, Per Semester, Annually)**  + Data from informal classroom walkthroughs (weekly), TEM (per semester, annually), and TEAM evaluations (per semester) will indicate at least a 10% increase in the number of teachers who demonstrate effective implementation of the gradual release model, at least a 10% increase in the number of teachers with an average TEM score of 3.5 or higher, and at least a 1 point increase in each component of the TEAM evaluation for school administrators for any score less than "5".</p> <p><b>**Title I Proposed Expenses**</b>  -----  Total: \$3,226.88  -----</p> <p><b>**SSIG 1 Proposed Expenses**</b>  -----  <b>**Total \$21,802.62**</b>    ****</p> <p><b>**SSIG 2 Proposed Expenses**</b>  -----  <b>**Total \$6,810.00**</b></p>				
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	<p><b>[A 1.2.2] ELA Curriculum and Data Events</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Provide quarterly PD for parents to ensure that they are aware of their child's learning outcomes, standards, and core competencies that their child must demonstrate before advancing to the next level. In addition, these meetings will help parents explore activities that can be done at home to help their child. ELA and ESL resources will be provided for parents to use at home with their children; reading books, fluency note cards, student workbooks and academic software.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Agendas, minutes and sign-in sheet</li> <li>* School Website and social media page</li> <li>* Parent surveys/feedback</li> </ul> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> <li>* Increase in student assignment submission by at least 10% (Weekly)</li> <li>* Parents attendance increases by at 5% per event (Quarterly)</li> <li>* School media outlets will be updated bi-weekly to</li> </ul>	<p>Taisha Ware, Principal; Roderic Peterson, Assistant Principal; Maya Lee, PLC Coach; Amanda Castano, Family Engagement Liaison; ELA ILT Lead</p>	<p>06/27/2025</p>	<p>Title I [\$6137.50]</p>	
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	<p>reflect upcoming parent events 100% of the time  * At least 25% of parents in attendance provide a survey response (Quarterly)</p> <p><b>**Title I Planned Expenses**</b>  -----</p>				
<p><b>[S 1.3] Targeted Interventions and Personalized Learning</b>  <b>Rationale</b>  -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Enables teachers to listen to individual students in order to understand how they would like to learn, engage, and prove mastery of a concept. It shifts instruction from a one-size fits all approach to one that works with students and encourages them to have a voice in their educational journey.</p> <p><b>Supporting Data</b>  -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>*This is an existing strategy.*</p> <p>* Reading fluency and identifying vocabulary words increased by 5% in SY2023  * ELA Mastery Connect scores for the fall testing window increased overall from14.4% SY23 to 17.9% SY24 for students enrolled in ELA courses.</p>	<p><b>[A 1.3.1] After-School Tutoring (TCAP ELA Blitz)</b>  <b>**Description**</b></p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>KMS will provide an after-school tutoring program targeting the lowest performing students. Teachers will provide small group instruction based on Common Formative Assessment data and/or previous TNReady assessment data. RTI students will be targeted to engage in additional IReady hours based on IReady benchmark assessment data. Content items will include ESL and SWD to ensure students have the opportunity to master standards and complete assignments.</p> <p><b>**Implementation**</b></p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Flyers announcing and explaining tutoring program.</li> <li>* Teacher and student tutoring program sign-in sheets</li> <li>* Teacher time sheets</li> <li>* Daily tutoring checks for understanding</li> <li>* Weekly tutoring assessments</li> </ul> <p><b>**Effectiveness**</b></p> <p>*Identify the benchmark(s) to be used to measure</p>	<p>Maya Lee,  PLC Coach;  Amanda Castano,  Family Engagement Liaison; ESL Teachers; Core Content Area Teachers</p>	<p>04/25/2025</p>		

<p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Monthly progress monitoring data review of students' performance levels in targeted intervention to determine next steps of intervention support in an effort to get them to grade level. * Weekly review of grade reports for students enrolled in extended learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Monthly review will show students' performance levels will increase by at least 2% points from fall-winter-spring YOY * Tier II and III students will be monitored every 20-days to ensure 100% of intervention tools are being used with fidelity * Students who attended extended learning will show growth by at least 3 grading points per 9-week grading period (quarterly) * 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>effectiveness toward increasing student achievement.*</p> <p>* Data comparison between the diagnostic and summative assessments will indicate that at least 75% of students participating in the tutoring program had a 10% or higher increase in proficiency. * After-School tutoring observations will indicate that 100% of teachers in the program implement effective instructional strategies designed to increase student achievement on a daily basis.</p>				
	<p><b>[A 1.3.2] ELA Summer Camp for ESL Students</b> Description</p>	<p>Taisha Ware, Principal;</p>	<p>06/27/2025</p>	<p>SSIG 2.0 [\$6720.00]</p>	

	<p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Summer camp for Kingsbury English language learners to provide intense, dedicated support in improving reading comprehension, speaking, reading, and writing.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Camp flyers</li> <li>* Parent informational meeting agendas, sign-sheets, and surveys</li> <li>* Summer camp sign in sheets</li> <li>* Payroll Forms</li> <li>* Camp Lesson Plans and Intinerary</li> </ul> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> <li>* At least 30% of camp attendees will indicate at least a 15% growth in performance on the diagnostic assessment compared to the summative assessment administered at the end of the camp.</li> <li>* At least 95% of camp attendees will have perfect attendance throughout the duration of the camp.</li> <li>* At least 95% of camp staff will have perfect attendance throughout the duration of the camp.</li> </ul>	<p>Roderic Peterson, Assistant Principal; Maya Lee, PLC Coach; Amanda Castano, Family Engagement Liaison; ESL teachers</p>			
	<p><b>[A 1.3.3] Employ a Computer Lab Assistant</b> Description</p>	<p>Interventionist , Professional</p>	<p>06/27/2025</p>	<p>TAG 4.0 [\$34844.09]</p>	

	<p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>**Hiring a Computer Lab assistant will ensure that students will receive daily differentiated instruction for ELA/Math intervention to help craft and support Tier II and III students with lessons that address or meet their area of challenges. Intervention periods and small groups ensure that the needs of each student, including ESL and SWD are considered and met. **</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure the implementation of the action step.*</p> <p>* **iReady on-line support student log/report (Daily)**</p> <p>* **RTI-2 data team meetings-agenda and minutes (Every 20 Days)**</p> <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* **iReady daily on-line supports will be used by 100% of Tier II and III students that will result in moving students from Tier III to Tier II or Tier II to Tier I (Monthly)**</p> <p>* **PLCs will focus on RTI-2 measures and implementation strategies for all teachers at or above 85% PLCs, that will result in moving</p>	<p>School Counselor, Computer Lab Assistant, PLC Coach</p>			
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	students from Tier III to Tier II or Tier II to Tier I (weekly)**				
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**[G 2] Kingsbury Middle will increase met/exceeded rates on the Spring 2025 Math TCAP assessment from: 11.5% in 2024 to at least 17.3% in 2025 (Grade 6); 3.4% in 2024 to at least 9.2% in 2025 (Grade 7); 6.9% in 2024 to at least 12.7% in 2025 for (Grade 8).**  
**\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\***

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Support implementation of standards aligned curricula</b>  Rationale  -----  *Provide a rationale for choosing the strategy/intervention.*</p> <p>Teachers working in CSI schools need support working with a larger number of students with a variety of academic challenges. All students deserve to be taught grade-level standards-aligned curricula with instructional tasks that allow them to practice and master the requirements of the standard. The proper use technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.</p> <p>Supporting Data  -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* In the Spring of 2025, the percentage of students</p>	<p><b>[A 2.1.1] TEM-Aligned Classroom Walkthroughs and Feedback</b>  Description  -----  *Provide a brief narrative of the proposed action step.*</p> <p>School level administrators and district level staff will use a TEM-aligned walkthrough tool to monitor the fidelity of implementation of Tier 1 instruction. Data from the walkthroughs will be used to develop comprehensive and individual professional development plans to address teachers' instructional needs. Educational leaders and coaches will work collaboratively with teachers to master the process of unpacking and deconstructing standards in order to develop and implement unit and lesson plans that result in students' increased content knowledge and academic achievement and growth.</p> <p>Implementation  -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Taisha Ware, Principal;  Roderic Peterson, Assistant Principal;  Maya Lee, PLC Coach;  Janette Armour, MSCS Math Cach</p>	<p>05/23/2025</p>		

<p>who met/exceeded expectations in 6th grade Math increased by 11.5 percentage points from 2.5% (Spring 2024) to 14.0%.</p> <p>* In the Spring of 2025, the percentage of students who met/exceeded expectations in 7th grade Math increased by 3.4 percentage points from 6.1% (Spring 2024) to 9.5%.</p> <p>* In the Spring of 2025, the percentage of students who met/exceeded expectations in 8th grade Math increased by 6.7 percentage points from 3.5% (Spring 2024) to 10.4%.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Weekly classroom observations and feedback using the Classroom Walkthrough Protocol and Debriefing Document.</p> <p>* Bi-weekly Deliberate Practices Schedules and Agendas</p> <p>* Weekly Lesson Plans (Provide daily access to rigorous Math curriculum that will develop students' understanding of the content, strengthen comprehension, and promote mastery of TN Standards.)</p> <p>* TEM Observation 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 Common Formative Assessments (Fall, Winter, Spring)</p> <p>*</p> <p>* Daily classroom walkthroughs to provide the school with data to determine trends in teachers' ability to effectively implement the identified</p>	<p>* Weekly data reports (quantitative and qualitative) from TEM-aligned classroom walkthroughs</p> <p>* Meeting agendas, minutes, and sign-in sheets from Administrative Team (Weekly), PLC Meetings (Weekly) and Instructional Leadership Team (Bi-Weekly) meetings, and 1:1 Educator meetings (Bi-weekly)</p> <p>* Deliberate practice during weekly PLC meeting agendas and teacher sign-sheets</p> <p>* Weekly, individualized feedback to educators based on classroom walkthroughs</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Weekly walkthrough data and feedback will indicate that least 75% of teachers implement standards-aligned instruction.</p> <p>* At least 15% of Math students will meet/exceed expectations on weekly assessments.</p> <p>* 100% of team meeting agendas and minutes will indicate data-informed foci and decision making regarding instructional support for teachers and students. (i.e. professional development prescriptions, purchase of instructional resources, etc.)</p> <p>* 100% of weekly, individualized feedback to educators includes areas of reinforcement and actionable areas of refinement.</p>				
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<p>instructional shifts and assessment strategies outlined in the TEM rubric and gauge the implementation of standards-aligned instruction.</p> <ul style="list-style-type: none"> <li>* Daily use of technology, including the use of online, standards-aligned student tasks and blended learning during small group instruction at least twice per week</li> <li>* Quarterly review of TEM observation data to monitor teachers' delivery of standard aligned lessons to the TN Standards.</li> </ul> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> <li>* Data from weekly classroom walkthroughs will indicate that at least 75% of teachers are implementing aligned instruction (alignment between the standard/objective, student tasks, checks for understanding, and assessments).</li> <li>* Data from quarterly common formative assessments, using Pear Assessments, will show an increase in the percentage of students meeting or exceeding expectations by at least 5.0% pts or greater per testing cycle (Fall, Winter, Spring).</li> <li>* Daily classroom visits and student assignments will show 100% of use of the math curriculum, iReady, being used with fidelity resulting in individual teacher's average TEM scores increasing by at least one point.</li> <li>* At least 50% of biweekly deliberate practice sessions will be focused on teacher think aloud and the alignment of the task on the table.</li> </ul>					
	<p><b>[A 2.1.2] Providing Content-Based Instructional, Assessment, and Human Resources and Tools</b> Description -----</p>	<p>Taisha Ware, Principal; Roderic Peterson,</p>	<p>06/27/2025</p>	<p>SSIG 1.0  SSIG 2.0</p>	



	<p>*Provide a brief narrative of the proposed action step.*</p> <p>* Hire an educational assistant to support teachers of record in ensuring that students will experience Tier 1 whole group instruction and Tier II &amp; III small group instruction and intervention. Student and teacher laptops will be used to implement small group rotations and supports.</p> <p>* Purchase new laptops or tablets for outdated or malfunctioning student and teacher devices to integrate educational technology more fully into daily lessons.</p> <p>* Replace outdated/malfunctioning SMART Panels by purchasing new <b>**interactive panels**</b> designed to increase student engagement and improve educational technology integration.</p> <p>* Purchase instructional/academic supplies and resources designed to support daily classroom instruction. Examples of such items are pencils, pens, paper, composition books, dictionaries, thesauruses, staplers, glue, tape, headphones, DocuCams, vocabulary flashcards, instructional resource texts, instructional workbooks, erasers, correction tape, etc.</p> <p>* Contract with Study Island (Edmentum) to utilize a platform to create, administer, and analyze common formative assessment data.</p> <p>* Instructional resources and tools will be provided to teachers to ensure that students will experience, Tier 1 whole group instruction and Tier II and III small group intervention through the online platform-<b>**Study Island**</b>. Promethean boards, <b>**Math manipulatives**</b> -Measuring Up workbooks, <b>**classroom printing items**</b> to support student assigned work, student response boards, student laptops or desktops and other support resources that will engage all learners.</p> <p>Implementation -----</p>	<p>Assistant Principal; Maya Lee, PLC Coach; Kima Ransom, ESL ILT Lead; Nia McClendon, Librarian; Janette Armour, MSCS Math Instructional Coach; Math Instructors; Special Education Assistant</p>			
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	<p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Weekly lesson plans that illustrate the educational assistant's role in supporting Tier I, Tier II, and Tier III instruction, including specific details of the educational assistant's responsibilities for small group instruction.</li> <li>* Weekly classroom observations and feedback tool to monitor and assess: <ul style="list-style-type: none"> <li>+ the effectiveness of instructional support provided by the educational assistant</li> <li>+ the integration of educational technology into daily classroom instruction.</li> <li>+ the utilization of instructional/academic supplies and resources</li> </ul> </li> <li>* Annual packing lists/delivery summaries for educational technology/devices and instructional supplies/resources.</li> </ul> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> <li>* Weekly and quarterly assessment data will be used to measure students' progress toward achieving personal and school-wide academic goals.</li> <li>+ Common Formative Assessments will be administered in 100% of each core content area class in Fall 2024, Winter 2025, and Spring 2025.</li> <li>+ Overall Math met/exceeded rates for each grade level (6th, 7th, 8th) will increase by at least 5 percentage points each CFA administration</li> </ul> <p>**Planned SSIG 1.0 Expenses** -----</p>				
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	<p align="center"><b>**Planned SSIG 2.0 Expenses**</b></p> <p align="center">-----</p>				
<p><b>[S 2.2] Professional Development (Create opportunities for staff collaboration focused on improving the quality teaching and learning in all classrooms.)</b></p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* To 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 will improve teachers' pedagogy of the content, and master of standard look-fors that will result in improved student performance.</p> <p>Supporting Data</p> <p>-----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>*This is an existing strategy.*</p> <p>**Spring 2024 Insight Survey Data on Professional Development at Kingsbury MS**</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 2.2.1] General and Individualized Professional Development Opportunities</b></p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>School leaders and teachers will engage in a variety of individualized, school-based, District, state and national professional learning opportunities focused on strengthening teacher pedagogy, enhancing content knowledge, implementation of evidence-based strategies to support student achievement. This will be accomplished through PLCs, content area intensives, and state/national conferences hosted by educational organizations.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Monthly PDs agendas, minutes, sign-in sheets</p> <p>* PLZ transcripts/TEM Professionalism scores</p> <p>* Classroom walkthrough data</p> <p>* Teacher needs assessment/survey per semester</p>	<p>Taisha Ware, Principal; Roderic Peterson, Assistant Principal; Maya Lee, PLC Coach; Instructional Leadership Team</p>	<p>06/27/2025</p>		

<p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* School leaders will attend the MSCS monthly Instructional Leadership Development Week (LDW) sessions. * Teachers will attend the MSCS monthly Teacher Development Week (TDW) sessions. * School leaders and teachers will participate in monthly virtual and in-person training sessions provided by the Professional Learning &amp; Support and Curriculum &amp; Instruction departments. * School leaders and/or teachers will attend state, regional, and/or national conferences designed to build instructional and leadership capacity for increasing academic achievement and growth. Professional development opportunities will occur monthly, quarterly, per semester, and/or annually. * School leaders will develop both comprehensive and individual professional development plans that will address targeted needs identified through classroom observations, survey data, and focus group feedback. The professional development plans will include weekly, monthly, quarterly, and annual PD opportunities.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>The level of effectiveness of professional development opportunities will be measured through analysis of data from:</p>	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* **Classroom Walkthroughs to measure strategy implementation (Weekly)** + At least 75% of teachers will demonstrate effective implementation of the targeted content/topic/strategy covered during a professional development session. * **Insight Surveys (Bi-Annually)** + There will be an increase of at least 2 points in the Fall Insight Index, from 7.3 (Fall 2023) to 9.3 or higher (Fall 2024). + There will be an increase of at least 2.3 points in the Spring Insight Index, from 7.2 (Spring 2024) to 9.5 or higher (Spring 2025) * **PLZ Transcripts (Bi-Annually)** + During the 2024-2025 school year, at least 75% of teachers will demonstrate that they've earned at least five professional development points (PDPs) on their PLZ transcript at the end of each semester. * **Teacher/Student (Panorama)/Parent Surveys (Quarterly, Bi-Annually)** + Data from teacher, student, and parent surveys will indicate that at least 75% of respondents indicate they are "Satisfied" or "Extremely Satisfied" (or a measurable equivalent) with the implementation of a particular strategy used as the result of professional development opportunities.</p>				
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<p>* **Classroom Walkthroughs to measure strategy implementation (Weekly)**  + At least 75% of teachers will demonstrate effective implementation of the targeted content/topic/strategy covered during a professional development session.</p> <p>* **Insight Surveys (Bi-Annually)**  + There will be an increase of at least 2 points in the Fall Insight Index, from 7.3 (Fall 2023) to 9.3 or higher (Fall 2024).  + There will be an increase of at least 2.3 points in the Spring Insight Index, from 7.2 (Spring 2024) to 9.5 or higher (Spring 2025)</p> <p>* **PLZ Transcripts (Bi-Annually)**  + During the 2024-2025 school year, at least 75% of teachers will demonstrate that they've earned at least five professional development points (PDPs) on their PLZ transcript at the end of each semester.</p> <p>* **Teacher/Student (Panorama)/Parent Surveys (Quarterly, Bi-Annually)**  + Data from teacher, student, and parent surveys will indicate that at least 75% of respondents indicate they are "Satisfied" or "Extremely Satisfied" (or a measurable equivalent) with the implementation of a particular strategy used as the result of professional development opportunities.</p>					
	<p><b>[A 2.2.2] Math Curriculum and Data Events</b>  Description  -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Provide quarterly PD for parents to ensure that they are aware of their child's learning outcomes, standards, and core competencies that their child must demonstrate before advancing to the next level. In addition, these meetings will help parents explore activities that can be done at home to help their child. ELA and ESL resources will be provided for parents to use at home with their children;</p>	<p>Taisha Ware,  Principal;  Roderic Peterson,  Assistant Principal;  Maya Lee,  PLC Coach;  Amanda Castano,  Family Engagement Liaison; Math  ILT Lead</p>	<p>06/27/2025</p>		

	<p>reading books, fluency note cards, student workbooks and academic software.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Agendas, minutes and sign-in sheet</li> <li>* School Website and social media page</li> <li>* Parent surveys/feedback</li> </ul> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> <li>* Increase in student assignment submission by at least 10% (Weekly)</li> <li>* Parents attendance increases by at 5% per event (Quarterly)</li> <li>* School media outlets will be updated bi-weekly to reflect upcoming parent events 100% of the time</li> <li>* At least 25% of parents in attendance provide a survey response (Quarterly)</li> </ul>				
<p><b>[S 2.3] Targeted Interventions and Personalized Learning</b></p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Enables teachers to listen to individual students in order to understand how they would like to learn, engage, and prove mastery of a concept. It shifts instruction from a one-size fits all approach to one</p>	<p><b>[A 2.3.1] After-School Tutoring (TCAP Math Blitz)</b></p> <p>**Description**</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>KMS will provide an after-school tutoring program targeting the lowest performing students. Teachers will provide small group instruction based on Common Formative Assessment data and/or previous TNReady assessment data. RTI students</p>	<p>Maya Lee, PLC Coach; Amanda Castano, Family Engagement Liaison; ESL Teachers; Core Content Area Teachers</p>	<p>04/25/2025</p>		

<p>that works with students and encourages them to have a voice in their educational journey.</p> <p><b>Supporting Data</b> -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>*This is an existing strategy.*</p> <p>* In the Spring of 2025, the percentage of students who met/exceeded expectations in 6th grade Math increased by 11.5 percentage points from 2.5% (Spring 2024) to 14.0%.</p> <p>* In the Spring of 2025, the percentage of students who met/exceeded expectations in 7th grade Math increased by 3.4 percentage points from 6.1% (Spring 2024) to 9.5%.</p> <p>* In the Spring of 2025, the percentage of students who met/exceeded expectations in 8th grade Math increased by 6.7 percentage points from 3.5% (Spring 2024) to 10.4%.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Monthly progress monitoring data review of students' performance levels in targeted intervention 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</p>	<p>will be targeted to engage in additional IReady hours based on IReady benchmark assessment data. Content items will include ESL and SWD to ensure students have the opportunity to master standards and complete assignments.</p> <p><b>**Implementation**</b></p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Flyers announcing and explaining tutoring program.</li> <li>* Teacher and student tutoring program sign-in sheets</li> <li>* Teacher time sheets</li> <li>* Daily tutoring checks for understanding</li> <li>* Weekly tutoring assessments</li> </ul> <p><b>**Effectiveness**</b></p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> <li>* Data comparison between the diagnostic and summative assessments will indicate that at least 75% of students participating in the tutoring program had a 10% or higher increase in proficiency.</li> <li>* After-School tutoring observations will indicate that 100% of teachers in the program implement effective instructional strategies designed to increase student achievement on a daily basis.</li> </ul>				
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<p>enrolled in extended learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Monthly review will show students' performance levels will increase by at least 2% points from fall-winter-spring YOY</p> <p>* Tier II and III students will be monitored every 20-days to ensure 100% of intervention tools are being used with fidelity</p> <p>* Students who attended extended learning will show growth by at least 3 grading points per 9-week grading period (quarterly)</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>					
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**[G 3] Safe and Healthy Students - Chronic Absenteeism for KMS will decrease by at least 6.0% from 16.9% in SY 23-24 to 10.9% or less in SY 24-25.**  
 \*\*Student Support and Services | Best for All Strategic Plan alignment: Student Readiness\*\*

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

**District Turnaround Plan Goal**  
 [G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 3.1] Provide support in developing a positive school culture and maintaining a school environment that is conducive to effective instruction</b></p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>By developing positive, meaningful relationships with students and creating conditions for them to be successful, teachers and administrators will influence students to improve their attendance. This will include an increase in students' attention and focus, promote meaningful learning experiences, encourage higher levels of student performance, and motivate students to practice higher-level critical thinking skills.</p> <p>Supporting Data -----</p> <p>Student attendance increased by 3.8% from 93.0% in SY22 to 96.1% in SY23. Student attendance decreased by 1.8% from 96.1% in SY23 to 94.3% in SY24, indicating a need to refine implementation of this strategy.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <ul style="list-style-type: none"> <li>* Power BI Discipline Reports (Monthly)</li> <li>* 20 day Attendance Data</li> <li>* Semester student incentive opportunities</li> <li>* Semester Insight Survey data</li> <li>* Daily Level Zero during transitions</li> </ul>	<p><b>[A 3.1.1] Attendance and Behavior Incentives</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>KMS will implement school-wide incentives to increase student attendance and decrease student discipline infractions for a full school year. Celebrations take place every 20-days per grade band to ensure each grade level is held accountable yet doesn't impact the others from achieving success. Reports are monitored by school leaders and include time at Street Ministries (school adopter) or school dance. Other items will include an incentive from the Falcon Store that will be set up in the teacher's lounge. Students with 3 or more 20-day attendance certificates will receive Kingsbury Falcon sweatshirts. Ten students in each grade level who demonstrate the highest percentage of improvement or maintenance of expected behavior, attendance, and academic achievement (based on common formative assessments, classroom weekly assessments, etc.) will have be selected to attend the year-end educational journey to Washington, D.C. During the trip and through educational technology/exploration packet, students will apply content knowledge from all four subject areas as they travel to/from Washington, D.C. and while exploring national monuments and attractions (Ex. Math: Calculate the distance, in miles from Memphis, TN to Washington, D.C. and convert to kilometers; Social Studies: Identify the states we'll travel through on this journey and describe at least one significant historical event that occurred in each, etc.)</p> <p>Student attendance will be tracked every 20 days. Leaders will ensure that students are on Level 0 during transitions and are maintaining a Fight Free environment. Counselors will maintain a check on</p>	<p>Maya Lee, PLC Coach; Alexandria Wheatly, Professional School Counselor; Attendance and Discipline Team</p>	<p>05/23/2025</p>	<p>SSIG 2.0 [\$60375.00]</p>	
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<p>* Daily teacher visibility during transitions * Daily Class Dojo teacher usage Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* **Daily** - Students will be observed implementing Level Zero expectations at least 98% of the time during the transition * **Daily** - 100% of teachers will be visible(at their doors) during the transition of classes and monitored during admin walk-throughs * **Daily** - Teachers will use Class Dojo 100% of the time as a means of keeping parents informed in real-time during the instructional day * **Monthly** - 100% Fight Free Environment throughout the school day for 30 consecutive days. * **Each Semester** - Insight Survey data will indicate an increase in climate and culture scores by at least 2 points (indicating that teachers and students feel confident KMS leadership creates an environment conducive to learning) * **Each Semester** - Students receiving incentives will increase by 10 students per semester</p>	<p>Power BI. Teachers will use Class DoJo to track students' positive behavior.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly** **Attendance Reports * 20 day attendance report and fight free celebrations * Monthly Attendance Team meeting** agendas and minutes** * District 20-day attendance reports * **Class Dojo**/Power BI data **(Bi weekly)**</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Overall student attendance rates will increase by 5% each year. * Students participating in the 20-day celebrations will increase by at least 5 students per grade, per-celebration * Chronically out of school rates will decrease from 16.9% in 2024 to 10.9% or below in 2025 by decreasing 1.5% or more per quarter. * Incremental increase of at least 0.17% on 20-day reports for attendance rates leading to an overall attendance rate increase from 94.1% in 2023 to 96.0% or higher in 2025. * 80% of students will meet or exceed the identified CA goal for 2024-2025.</p>				
	<p><b>[A 3.1.2] Implement Class Dojo</b> Description</p>	<p>Alexandria Wheatley,</p>	<p>05/23/2025</p>		

	<p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Online behavior management system will be used to provide an additional communication means between teacher and parent to monitor, support, and adjust classroom behavior concerns in a timely and responsive manner. Parents will be provided information that will hold students accountable with the intent to monitor progress to determine impact and assurance of accurate student attendance.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Daily utilization of Class Dojo</li> <li>* Weekly tracking students to document incentives</li> <li>* Weekly tracking and monitoring absences and class participation</li> <li>* Daily attendance reports from PowerSchool</li> </ul> <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> <li>* At least 95% families are informed of student behavior and attendance per class period</li> <li>* Students and/or grade band receiving incentives will increase by at least 3 students per 20-day reporting</li> <li>* Student engagement and participation will increase by 5 points per weekly check-in and</li> </ul>	<p>Professional School Counselor</p>			
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	<p>attendance will increase by 2% per week per class period.  * PowerSchool daily attendance reports will show at least 10% improvement in chronic absenteeism</p>				
<p><b>[S 3.2] Partner with an outside agency to conduct a needs assessment, including a deep root-cause analysis to assist in developing a comprehensive improvement plan which addresses the identified priorities of the school</b></p> <p>Rationale  -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Schools that have active partnerships with businesses are offering experiences to their students and teachers that extend the classroom into the community. Partnerships gives students the opportunity to learn about careers, while reinforcing basic curricula.</p> <p>Supporting Data  -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>*This is an existing strategy.*</p> <p>* Email vendors  * Phone calls to vendors  * Invitation to school programs  * Sending out donation letters</p> <p><b>Benchmark Indicator</b>  Implementation  -----</p> <p>*How will the turnaround strategy/intervention be</p>	<p><b>[A 3.2.1] Professional Development and Support</b></p> <p>Description  -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>District staff will use SafeSchools compliance videos to monitor the fidelity of implementation for a safe and healthy environment for students and staff. Central office departments will collaborate with school level staff to support the implementation of SafeSchools such as ACES and SEL training. Teachers and staff will also participate in state and national professional development opportunities</p> <p>Implementation  -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Agendas and minutes from monthly professional development opportunities  * RTIB2 Matrix Review and Updates  * Grade level behavioral trackers  * Mandated scores to have for compliance</p> <p>Effectiveness  -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Taisha Ware, Principal;  Roderic Peterson, Assistant Principal;  Maya Lee, PLC Coach;  Professional School Counselors;  Behavioral Specialist</p>	<p>05/23/2025</p>		

<p>monitored for implementation, including frequency?*</p> <ul style="list-style-type: none"> <li>* Vendor/Partner/Stakeholder contact logs</li> <li>* Invitations and RSVPs to school programs</li> <li>* Donation request letters and tracking of donations</li> <li>* School program/event agendas, programs, and sign-in sheets</li> </ul> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> <li>* Kingsbury Middle School will partner with at least four external agencies that can provide students and their families support in the areas of mental health and wellness, post-secondary preparation, personal finance, work-place readiness, improving academic achievement, and other factors that impact student success.</li> <li>* At least 70% of respondents on student, family and teacher surveys will indicate levels of satisfaction at "Satisfied" or "Extremely Satisfied" (or a comparable measure).</li> </ul>	<ul style="list-style-type: none"> <li>* 100% teacher participation</li> <li>* 100% teachers receiving a passing score</li> <li>* Classroom walkthrough data will indicate that at least 75% of teachers demonstrate effective classroom management strategies that prevent off-tasks behaviors and promote healthy student-teacher relationships.</li> </ul>				
<p><b>[S 3.3] Provide opportunities to meaningfully engage families to support their child's learning.</b></p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>To promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student achievement, attendance, and behavior.</p>	<p><b>[A 3.3.1] Behavior Incentives-Class DoJo</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Parents will be trained during Gear-Up Registration on the KMS Class DoJo online behavior management system. This system allows parents to see real time updates of student behavior.</p> <p>Implementation</p>	<p>Maya Lee, PLC Coach; Alexandria Wheatly and Ethel McCarter, Professional School Counselors</p>	<p>05/23/2025</p>		

<p>Supporting Data -----</p> <p>New Strategy</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Quarterly parent/family engagement trainings/meetings agenda, sign-in sheets, feedback surveys. * Quarterly CFA benchmark assessment results.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Family engagement has contributed to 5% positive parent-teacher- and teacher-student relationships per semester * Improved student achievement on quarterly benchmark assessments by 5% * Quarterly PowerBI data will reflect a decrease in disciplinary infractions by 5%.</p>	<p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Semester student incentive opportunities * Daily Level Zero during transitions * Daily teacher visibility during transitions * Daily Class Dojo teacher usage * Semester Insight Survey data</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Student receiving incentives will increase by 10 students per semester * Students will be observed implementing Level Zero expectations at least 98% of the time during transition * 100% of teachers will be visible(at their doors) during transition of classes and monitored during admin walk throughs * Teachers will use Class Dojo 100% of the time as a means of keeping parents informed in real time during the instructional day * Insight Survey data will increase in climate and culture by at least 2% points that reflect teachers and students feel comfortable in KMS creating an environment conducive to learning</p>				
	<p><b>[A 3.3.2] Family Engagement Specialist (Liaison) &amp; Parent Family and Community Engagement</b> Description</p>	<p>Maya Lee, PLC Coach; Amanda Castano,</p>	<p>05/23/2025</p>	<p>TAG 4.0 [\$51746.65]</p>	

	<p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Parents will periodically be invited to KMS to speak with teachers and gain knowledge about their child's progress and/or struggles in the classroom. A Family Engagement Specialist (Liaison) will be hired to assist in training parents with ways to help their students improve achievement, decrease discipline issues, and increase student-teacher relationships. The Family Engagement Specialist will also serve as a translator for parents during parent meetings and trainings as well as a coordinator to increase communication and reduce conflict.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Quarterly parent trainings/meetings agenda, minutes, and sign-in sheet</li> <li>* School Website and social media pages</li> <li>* Quarterly parent surveys/feedback</li> </ul> <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> <li>* Increase in student assignment submission by at least 10% of assignments per 9-week grading period.</li> <li>* Parents' attendance increases by at least 5% per event which will impact student attendance by at least 3% overall improvement per 9-week grading period.</li> </ul>	<p>Family Engagement Liaison</p>			
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	<p>* School media outlets will be updated bi-weekly to reflect upcoming parent events 100% of the time. * At least 25% of parents in attendance provide a survey response.</p> <p>**Proposed TAG 4.0 Expense: \$51,746.65** -----</p> <p>### **1/FTE**</p>				
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