Kingsbury High Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts--Kingsbury High School will increase the ELA rate of met plus exceeded from 18.7% in 2023 to 23.7% in 2025 for all students.
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
[S 1.1] Standard Aligned Core Instruction Rationale --------- Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students including the TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL are career and college ready. Supporting Data --------------- In the Fall, 5.3% of all students met or exceeded expectations and 15.2% of all students scored Met or Exceeded on the Spring Assessment.	**[A 1.1.1] Tri-Weekly and Common Assessments** Description ----------- Teachers will create lessons and assessments that are objective-driven and curriculum and standard-aligned. Common tri-weekly assessments will be given every three weeks, using Progress Learning. Formative Assessments will be given quarterly. 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. Implementation -------------- Tri-Weekly/Quarterly CFAs Tri-Weekly Data Meeting Item Analysis and Score Distribution	PLC Coach, Principal, and Admin Lead	03/28/2025		

Benchmark Indicator Implementation ------------- All students including the TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL should perform at or above the 70% on District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter. Tri-weekly Assessments Quarterly CFA Data Reports Effectiveness ------------ Tri-weekly Assessments will show that students are progressing by 2%. Quarterly CFAs will show students are mastering CFA from fall to spring by 5%.	Effectiveness ------------- Tri-weekly/Quarterly CFAs will show students are mastering CFA from fall to winter to spring by 5%. Tri-weekly data meeting item analysis and score distribution chart will show that 100% of teachers are implementing assessments from standards taught and students are progressing by 2% on each assessment.				
	[A 1.1.2] Collaborative Planning and Recruitment/Retention Bonuses Description ----------- Teachers will meet weekly during their common planning time to plan effective and engaging lessons for in-person and blended learning. Teachers will also share teaching strategies and participate in demonstration lessons. Teachers will teach using performance-based objectives that align with the state standards. The PLC Coach and district instructional advisor will assist teachers in understanding the rigor of the standards. Teachers will pay special attention to subgroups and make the necessary instructional adjustments for student	PLCC, Admin. Lead, Principal	05/30/2025		

	success. ESL and Special education teachers, teacher assistants, ed assistants, PLC Coaches, Instructional Facilitators, APs/VPs, and the principal will collaborate with general education teachers to create lessons that will help increase student achievement. Supplies and retention/recruitment bonuses will be provided to all to complete the process. Supplies and retention/recruitment bonuses will be provided to complete the process. Implementation -------------- Weekly PLC/Collaborative Planning Agendas and Sign-in Sheets Weekly Lesson Plan Effectiveness ------------- Weekly PLCs/Collaborative planning will show that teachers are practicing and planning so that 85% of students are achieving. Weekly lesson plans will show that teachers are implementing effective lessons and scaffolds for subgroups so that 85% of students are mastering the content.				
	[A 1.1.3] Informal Observations Description ----------- 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	Principal, Assistant Principals, PLC Coaches, Instructional Facilitators	05/01/2025		

	teachers. Implementation ------------- Weekly Classroom Walkthrough Tool Bi-weekly informal observation Tool Semester TEM Observation Data Effectiveness ------------- Weekly classroom walkthroughs and bi-weekly informal observations will show that 100% of teachers are providing standards-aligned instruction so that at least 85% of students are mastering the content. Semester TEM Observation Data will show that 95% of teachers are performing at a TEM level 3 or above, which equates to student achievement at 85% or above.				
[S 1.2] Professional Development Rationale --------- Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look-fors, students' skill set, and students' proficient reading level of grade supported texts. Supporting Data --------------- Quarterly CFA Data showed growth from Fall'23 scores to Spring '24 scores.	**[A 1.2.1] Professional Learning Conferences** Description ----------- Teachers and leaders will receive training to increase student achievement. Teachers will receive professional development on how to effectively deliver instruction, and they will learn how to implement various engagement strategies so that students may actively participate in class and improve their learning. Teachers and school leaders will attend in-state and out of state conferences that will enhance teaching and learning to increase student achievement. Leaders will receive training on how to effectively support teachers so that teachers are equipped with the necessary tools to help students. Teachers will receive copies of the instructional practices and	PLC Coach, Admin Lead, Instructional Facilitator, Content Lead	06/30/2025		

Benchmark Indicator Implementation ------------- Bi-weekly ILT Meeting Agendas and Sign-in Sheets Monthly New Teacher Meeting Agendas and Sign-in Sheets Effectiveness ------------ Bi-weekly ILT meetings will show trends that teachers are implementing instructional practices, and students are performing at 70% or higher on assessments. Monthly new teacher meetings will reveal that 85% of new teachers are implementing strategies learned during professional learning, and 85% of students are achieving.	other supplies or materials necessary for this process. Implementation ------------- Weekly Walk-through Tool Monthly PD Agendas and Sign-in Sheets Weekly Lesson Plans Effectiveness ------------ Weekly walkthroughs will show that 100% of teachers are implementing the four instructional practices and that 85% of students are being successful. Monthly professional development will provide teachers with the training to ensure 85% of students are making gains in class and on assessments. Weekly lesson plans will show 90% of teachers implementing effective checks-for-understanding strategies and engagement strategies so that at least 85% of students are successful.				
	[A 1.2.2] Data Days Description ----------- Teachers will attend two days, one each semester, for professional leaning to analyze data from quarterly and bi-weekly assessments. Teachers will engage in backwards planning to increase students' achievement. Teachers will receive supplies or materials necessary for this process, including substitutes. Implementation	PLC Coach, Instructional Facilitator	04/01/2025		

	-------------- Weekly Walkthrough Tool Weekly Lesson Plans Bi-Weekly Data Meeting Item Analysis and Score Distribution Report Effectiveness ------------ Weekly walkthroughs and lesson plans will show that teachers are using data to increase student achievement by 5% on district assessments. Bi-weekly data meetings will show that 70% of students are mastering standards and improving by 2% on each bi-weekly assessment.				
	[A 1.2.3] Co-Teaching PD Description ----------- Teachers will receive training on co-teaching with inclusion and ESL teachers on what effective co-teaching and push-ins look like. Teachers will learn how to read IEPs to help make our students with disabilities successful and how to read ILPs and create lessons that will help English learners be successful in their general education classes. Teachers will receive supplies or materials necessary for this process. Implementation -------------- Weekly Lesson Plans Weekly Classroom Walkthrough Tool	Admin Lead, ESL Chair, SpEd Chair	12/06/2024		

	Weekly Collaborative Planning Agenda and Sign-in Sheets Effectiveness ------------- Weekly lesson plans and weekly walkthroughs will show that teachers are providing scaffolds for our ESL and SpEd students and they are showing growth by 3% on each assessment. Weekly collaborative planning will show that teachers are practicing and planning effective instruction with their co-teacher to ensure 85% of students are achieving.				
[S 1.3] Targeted Intervenion and Personalized Learning Rationale --------- 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. Supporting Data --------------- 2023-2024 MC data reveals that students showed 13.4% growth from Fall to Spring. In the Fall, 5.3% of all students met or exceeded expectations and 15.2% of all students scored Met or Exceeded on the Spring Assessment.	**[A 1.3.1] Resources for Struggling Students** Description ----------- Students will be provided additional resources to support them in small groups. TCAP workbooks will be used during small group instruction and during tutoring. Inclusion teachers will work alongside the general education teacher to assist SpEd students. ESL teachers will do push-ins into the English and math classes. ELLs and SWD will receive additional time for assessments. These students will also receive read-alouds and more scaffolded instruction. Students will work in smaller groups when needed with success coaches, education assistants, special education assistants, and inclusion teachers. ELLs will utilize translators and Spanish-English/Arabic-English dictionaries. Students will also utilize dictionaries that have academic language translated. Teachers will receive the necessary supplies and materials for this process.	PLC Coach, Admin Lead, Content Lead	05/02/2025		

MyPath Data is gathered from using this online continuum to promote mastery of TN Standards by addressing the most missed standards from Mastery Connect. The students have shown improved reading lexiles by one grade level. **Benchmark Indicator** Implementation -------------- Monthly Progress Monitoring for MyPath using MyPath data reports Monthly Review of Grade Reports Weekly Classroom Observations using the Walkthrough Tool Effectiveness ------------ Teachers will implement MyPath during intervention time, and 85% of students who have regular attendance will show growth in their ELA classes. Monthly review of grade reports will show that 80% of students increase in achievement by 3% in their ELA classes. Weekly classroom observations will show 85% of students are mastering standards.	Implementation -------------- Tri-weekly Assessmarts Data Reports Quarterly CFA Data Reports Effectiveness ------------ SpEd students and ELLs show growth by 3.5% on CFAs and by 2% on each biweekly assessment. Gen. Ed students will show mastery by 5% from Fall to Spring on the quarterly CFAs.				
	[A 1.3.2] Small-Group Instruction Description ----------- Teachers will conduct small-group instruction. Success Coaches (Peer Power), education assistants, special education assistants, and Inclusion teachers will assist students who need	Instructional Facilitator, PLC Coach, Admin. Lead	05/02/2025		

	one-on-one or small group instruction during class. Teachers will also offer after-school assistance to students who need it. TCAP workbooks and laptops will be used during small group instruction. Teachers will receive supplies or materials necessary for this process. Teachers, educational assistants and Peer Power Success Coaches (in house) will conduct small-group instruction using TCAP workbooks (ELA, Math, Science). Implementation ------------- Weekly MyPath Intervention Data Reports Tri-weekly Assessment Data Reports Quarterly CFA Data Reports Effectiveness ------------ MyPath intervention will show that students are growing by 5% on MyPath assessments quarterly. Students show growth by 5% from fall to winter on CFAs and by 2% on each tri-weekly and quarterly assessment.				
	[A 1.3.3] Tutoring Description ----------- Students who struggle with literacy skills will receive additional instruction during school, after-school, or during Saturday school tutoring to increase student achievement. Students will utilize laptops and other resources during this time.	PLC Coach, ELA Teachers	04/30/2025		

	Teachers, Peer Power, and Kids First Education Company will provide services. Teachers and students will receive supplies or materials necessary for this process. Implementation -------------- Bi-weekly Assessments Data Reports Quarterly CFAs Data Reports Weekly Sign-in Sheets Effectiveness ------------- Students will show growth by 5% on CFAs and by 2% on each triweekly assessment. Student sign-in sheets will help track students and show that students are growing by 5% on assessments.				

[G 2] Mathematics   Kingsbury High School will increase the Math rate of met plus exceeded from 1.2% in 2023 to 4.4% in 2025 for all students, including ATSI identified student group of EL.
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 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

[S 2.1] Standard Aligned Core Instruction Rationale --------- Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students, including TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic)and ATSI identified student group of EL are career and college ready. are career and college ready. Supporting Data -------------- MyPath Data is gathered from using an online continuum to promote mastery of TN Standards by addressing the most missed standards from Mastery Connect. The students have improved their math scores by one grade level. Mastery Connect data shows **Benchmark Indicator** All students including TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Implementation ------------- * Triweekly assessments will be monitored by running triweekly Reports. * Quarterly CFAs will be monitored by running triweekly Reports. * Daily classroom walkthrough Tool	**[A 2.1.1] Tri-weekly and CFAs** Description ----------- *Educators will develop lesson plans and assessments that are objective-driven and standard-aligned. Common CFAs will be provided to students every three weeks using A0Net. District Formative Assessments will be provided on a quarterly basis to evaluate growth or the lack thereof. Educational supplies and other necessary materials will be distributed to educators as needed during this process. * Implementation ------------- *Tri-weekly/ Quarterly CFAs* *Tri-weekly Data meetings* Effectiveness ------------- *Tri-weekly assessments will demonstrate that students are mastering the common formative assessments from fall to winter and from winter to spring by 5%.* *Tri-weekly Data meetings will show that 90% of teachers are developing and implementing assessments from the standards that are taught and that students are progressing by 3% on each assessment. *	PLC Coach and Admin Lead	03/28/2025		

Effectiveness ------------- Triweekly assessments will show student growth by 2%. Quarterly CFAs will show students are mastering CFA from fall to winter to spring by 5%. Daily classroom walkthroughs will show that 85% of students are demonstrating improvements on assessments.					
	[A 2.1.2] Collaborative Planning and Retention and Recruitment Bonuses **Descriptions** Teachers will meet on a weekly basis during their common planning period and after-school to plan productive and engaging lessons. Teachers will deliberately practice and provide feedback as they share teaching strategies to help improve lessons. Teachers will use standards-based objectives that are in alignment with the state standards. The PLC Coach, admin leads, and district instructional coaches will provide feedback and training to strengthen teachers' understanding of the rigor of each standard. Special attention will be given to subgroups and necessary instructional adjustments will be made for student academic success. ESL and Special education teachers, teacher assistants, ed assistants, PLC Coaches, Instructional Facilitators, APs/VPs, and the principal will collaborate with general education teachers to create lessons that will help increase student achievement. Supplies and retention/recruitment bonuses will be provided to complete the process.	PLCC, Admin. Lead, Principal	05/30/2025		

	Implementation Tri-weekly data trackers Weekly PLC and Department Meetings with Data Analysis Sign-in Sheets Weekly Lesson Plans **Effectiveness** Tri-weekly data trackers will be used to collect math data related to tri-weekly assessments which will be analyzed during PLCs/ Collaborative planning in order to demonstrate that teachers are planning and practicing to ensure that 80% of their students are achieving. Weekly PLC and department meetings with data analysis sign-in sheets will provide evidence that teachers are collaborating to ensure that 80% of students are making gains. Weekly lesson plan submissions will provide evidence that teachers are employing productive lessons and scaffolds for subgroups so that 80% of their students are mastering the content that is being taught in their classrooms.				
	[A 2.1.3] Informal Observation Description ---------- *Teachers will receive drop-ins on a weekly basis. Bi-weekly informal observations will occur to ensure effective standards -aligned instruction is taking place. Teacher leader and administrative staff members will conduct observations and provide timely and meaningful feedback to the teachers. *	Principal, Assistant Principals, PLCCs, Instructional Facilitators	05/01/2025		

	Implementation ------------- *Weekly Classroom Walkthrough forms* *Bi-weekly informal observations links* *Semester TEM observation data* Effectiveness ------------ *Weekly classroom walkthrough forms and bi-weekly informal observation links will be used to collect data during the classroom walkthroughs and bi-weekly informal observations and will show that 100% of teachers are providing standard's aligned lessons so that at least 80% of students are mastering the content covered in their classrooms. * Semester TEM observation data will demonstrate that 95% of teachers are performing at a TEM level 3 or above, which means that student achievement will be at or above 85%.				
[S 2.2] Professional Development Rationale --------- 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 for all students including TSI-identified subgroups (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL. Supporting Data --------------- The Mastery Connect data for math during the	**[A 2.2.1] Professional Learning Conferences** Description ----------- Educators and leaders will obtain training to improve student achievement. Educators will obtain professional development to learn how to deliver lessons effectively. They will learn how to employ various engagement techniques that will help stimulate students to participant more, thus improving their overall learning experience. Teachers and school leaders will attend in-state and out of state conferences in order to improve their teaching and learning in an effort to increase student achievement. Leaders will attend conferences in order to be trained on ways to productively support teachers. Teachers will be	PLCC, Admin Lead, Instructional Facilitator, Content Lead	06/30/2025	TAG 4	

2023-2024 school year showed some growth in Algebra I, Algebra II and Geometry from spring 2022-2023 to spring 2023-2024. Overall math showed a 14.3% decrease in below mastery by going from 79% below in 2022-2023 spring down to 65% in 2023-2024 spring.

Quarterly CFA Data showed growth from Fall'23 scores to Winter'24 scores.

Benchmark Indicator
Implementation

Bi-weekly ILT Meetings will be monitored using sign-in sheets

Monthly District Content Intensives will be monitored using sign-in sheets

Monthly New Teacher Meeting will be monitored using sign-in sheets

Effectiveness

Bi-weekly ILT meetings will show trends that teachers are implementing instructional practices, and students are performing at 70% or higher on assessments.

TEM observation scores will reflect 3 or above for 85% of teachers who attend the monthly content intensives, and students are growing by 3% from quarter to quarter.

Monthly new teacher meetings will show that 80% of new teachers are implementing strategies learned during professional learning, and 85% of students are achieving.

equipped with the tools needed to drive student achievement. Teachers will be provided instructional practice materials and other supplies that are needed to ensure success of the process.

Professional development will be offered by Kid's First Education, Inc, Jane Ross, Innovative School Summit, Model School Conference, Making Schools Work, PLC Institute.

Implementation

Monthly Professional Development sign in sheets

Common formative assessments

Weekly Walkthroughs forms

Weekly Lesson Plans

Effectiveness

Weekly walkthroughs forms will collect data that will show that 100% of the teachers are employing the instructional practices and that 80% of the students are improving academically.

*Monthly professional development sign in sheets will show that teachers are provided the training they need to make certain that 80% of the students are improving academically in classes and on assessments. *

CFAs will show students are mastering CFA from fall to winter to spring by 5%.

Students will show growth by 2% on each biweekly assessment.

Weekly lesson plans will show 95% of teachers

	implementing effective checks-for-understanding strategies and engagement strategies so that at least 80% of students are successful.				
	[A 2.2.2] Data Days Description ----------- Teachers will attend two days, one each semester, for professional leaning to analyze data from quarterly and tri-weekly assessments. Teachers will engage in backwards planning to increase students' achievement. Teachers will receive supplies or materials necessary for this process, including substitutes. Implementation ------------- Weekly Walkthroughs forms Weekly Lesson Plans Tri-Weekly Data Meeting sign in sheets Effectiveness ------------ Weekly walkthrough forms will show that teachers are providing high-quality lessons that incorporate high quality strategies to improve students' academic achievement. Lesson plans will demonstrate that educators are utilizing data to improve student achievement by 10% on district assessments. Tri-weekly data meeting sign-in sheets will show that 75% of students are mastering standards and improving by 3% on each tri-weekly assessment.	PLCC, Instructional Facilitator	04/01/2025		

	[A 2.2.3] Co-Teaching PD Description ----------- Teachers will receive training on co-teaching with inclusion and ESL teachers on what effective co-teaching and push-ins look like. Teachers will learn how to read IEPs to help make our students with disabilities successful and how to read ILPs and create lessons that will help English learners be successful in their general education classes. Teachers will receive supplies or materials necessary for this process. Implementation -------------- Weekly Lesson Plans Weekly Classroom walkthrough forms Weekly Collaborative Planning sign-in sheets Effectiveness ------------ Weekly lesson plans and weekly walkthroughs forms will show that teachers are providing scaffolds for our ESL and special education students, and they are showing growth by 5% on each assessment. Weekly collaborative planning sign-in sheets will show that teachers are practicing and planning effective instruction with their co-teacher to ensure 90% of students are achieving.	Admin Lead, ESL Chair, SpEd Chair	12/06/2025		
[S 2.3] Targeted Interventions and Personalized Learning Rationale ---------	**[A 2.3.1] Resources for Struggling Students** Description ----------- Students will be provided additional resources to	PLCC, Admin Lead, Content Lead	05/02/2025		

Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement for all students including TSI-identified subgroup (B/AA, BHN, ED, EL, Hispanic) and ATSI identified student group of EL.	support them in small groups. TCAP workbooks will be used during small group instruction and during tutoring. Inclusion teachers will work alongside the general education teacher to assist SpEd students. ESL teachers will do push-ins into 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 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.

Supporting Data

MyPath Data is gathered from using this online continuum to promote mastery of TN Standards by addressing the most missed standards from Progress Learning. The students have improved their math scores by one grade level.

Benchmark Indicator
Implementation

Monthly MyPath Reports

Monthly Review of Grade Reports

Weekly Classroom Observation digital forms

Effectiveness

Monthly MyPath reports will show that teachers are implementing MyPath during intervention time, and 80% of students will show growth in their Math classes.

Monthly review of grade reports will show that 75% of students improve by 3% in MyPath during intervention period.

Weekly classroom observations digital forms will be used to show that teachers are implementing high quality strategies that will improve student

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Implementation

Tri-weekly Assessments Data Reports

Quarterly CFA Data Reports

Effectiveness

SpEd students and ELLs show growth by 3% on CFAs and by 3% on each triweekly assessment.

Gen. Ed students will show mastery by 10% from Fall to Spring on the quarterly CFAs.

achievement in math and show 80% of students are mastering standards.					
	[A 2.3.2] Small-Group Instruction Description ----------- Teachers will differentiate instruction and conduct 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. TCAP workbooks and laptops will be used during small group instruction. Teachers will receive supplies or materials necessary for this process. Teachers, educational assistants and Peer Power Success Coaches (in house) will conduct small-group instruction using TCAP workbooks (ELA, Math, Science). Implementation -------------- Weekly MyPath Intervention Data Reports Tri-weekly Assessment Data Reports Quarterly CFA Data Reports Effectiveness ------------- MyPath intervention will show that students are growing by 5% on MyPath assessments quarterly. Students show growth by 5% from fall to winter on CFAs and by 3% on each tri-weekly and quarterly assessment.	Instructional Facilitator, PLCC, Admin. Lead	05/02/2025		

	[A 2.3.3] Tutoring	PLCC, Math	04/30/2025		
	Description	Teachers			

	Struggling students with math skills will receive additional instruction during school, after-school, or during Saturday school tutoring to increase student achievement in their math classes. Students will use laptops and other resources during each tutoring session. Teachers, Peer Power, and Kids First Education Company will provide services. Teachers and students will receive supplies or materials necessary for this process.				
	Implementation				

	Bi-weekly Assessments Data Reports				
	Quarterly CFAs Data Reports				
	Weekly Sign-in Sheets				
	Effectiveness				

	Students will demonstrate improvements by 5% on CFAs and by 3% on triweekly assessment.				
	Student sign-in sheets will assist with tracking students and show that students are growing by 5% on assessments.				

[G 3] College and Career Readiness--Kingsbury High School will increase the percentage of ready graduates from 20.4% in 2024 to 25.4% in 2025 and increase the graduation rate from 69.4% in 2024 to 71% in 2025.
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 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
[S 3.1] ACT Preparation Rationale --------- 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. Supporting Data -------------- Students have an average composite of 14.5% on the ACT. **Benchmark Indicator** Implementation ------------- Quarterly review of student's report card data Quarterly Mock ACT Effectiveness ------------ Report card data shows that students enrolled in ACT prep classes are improving by 15% each	**[A 3.1.1] Preparation Courses** Description ----------- Kingsbury High School will offer ACT Math Prep and ACT English Prep classes for students. Teachers will receive training, practice books, and supplies necessary for success. Implementation -------------- Weekly Classroom Walkthrough Tool Monthly Professional Development Agendas and Sign-in Sheets Effectiveness ------------ Weekly classroom walkthroughs will show that 85% of students can be successful on the ACT. Monthly professional development will show that ACT Prep teachers are implementing strategies learned from the PDs and 25% of students score 21 or above on the ACT.	Graduation Coaches; PLC Coach	05/30/2025		

quarter. Quarterly Mock ACT shows that 75% of students are improving each quarter.					
	[A 3.1.2] Professional Development Description ----------- Teachers will receive ACT Professional Development through Jane Ross Tutoring Services and Kids First Tutoring to ensure ACT strategies are used in their daily instruction such as bell work, direct instruction, and exit tickets. Teachers will disaggregate the data from the ACT Pre-test to determine where to target instruction for the students to increase their test scores. Teachers will receive supplies or materials necessary for this process. Implementation -------------- Weekly Walkthrough Observation Tool Effectiveness ------------- Weekly walkthrough observations will show that teachers who received training will implement strategies and 70% of students score 16 or above on the ACT.	Admin Team; PLC Coach	05/30/2025		
	[A 3.1.3] Tutoring Description ----------- Students will receive tutoring from Kids First Tutoring Services and Jane Ross Tutoring Services. They will be provided the opportunity to	Admin Team; PLC Coach; Graduation Coaches	03/31/2025		

	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 preparation for the ACT. Implementation -------------- Quarterly Report Card Review Quarterly Data Meeting Item Analysis and Score Report Effectiveness ------------- Quarterly report card review will show that 80% of students showed growth by 5% from quarter to quarter. Quarterly data meeting will show that 80% of students showed growth on ACT standards.				
[S 3.2] Early Post-Secondary Opportunities Rationale --------- 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. Supporting Data -------------- There was an increase in our number of Ready Graduates by 2.4% from 18.4% in 2022-2023 to 20.8% in 2023-2024. **Benchmark Indicator**	**[A 3.2.1] Early College Program** Description ----------- Students will take Dual Enrollment and Dual Credit classes offered through the University of Memphis, TCAT, and Bethel University to earn college credits while in high school. Students will also attend Kingsbury CTE Center, which offers Welding I, Cosmetology, Barbering, Nursing, and Computer Programming that will allow them to receive an industry certification. Implementation -------------- Quarterly Grade Reports	Counselors, Graduation Coaches, Administrators	05/23/2025		

Implementation ------------- Semester review of the number of Advanced Academics courses Report Quarterly review of students enrolled in each Advanced Academics Course Report Semester review of students in AP tutoring Sign-in Sheets Effectiveness ------------ Semester review of the number of Advanced Academics courses and quarterly review of students enrolled in each Advanced Academics course will show that 85% of students enrolled are successful. Semester review of students in AP tutoring will show that 70% of students enrolled show growth by 3% each quarter.	Effectiveness ------------ Quarterly Grade Reports will show that 80% of students are successful in the early college program.				
	[A 3.2.2] Advanced Placement Courses Description ----------- 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 & Lab * AP Chemistry & Lab * AP Language	Counselors, Administrators, Graduation Coaches	05/23/2025		

	* AP Literature * AP World History * AP U. S. History * AP Spanish * AP Studio Art and Lab Implementation ------------- Quarterly Grade Reports Effectiveness ------------ Quarterly Grade Reports will show that 80% of students are successful in the early college program.				
	[A 3.2.3] Utilizing Graduation Coaches Description ----------- Graduation coaches will support students with obtaining a high school diploma and preparing for and succeeding in post-secondary education. They will assist students with the following activities: * College Application * TN Promise Community Service Opportunities * TN Promise Application * College Signing Day * College Planning Sessions * ACT Workshops * Mentoring * College Visits * College and Career Fairs Implementation ------------- Monthly TN Promise Application Review	Counselors, Graduation Coaches, Administrators	05/16/2025		

	Quarterly Review of Students' Transcripts Effectiveness ------------ Monthly TN Promise Application review will show that 90% of students have enrolled in post-secondary education. Quarterly review of students' transcripts will show that 100% of students are on track for graduating.				
[S 3.3] Effective Transitions (Middle to High School to Post-Secondary) Rationale --------- Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. Supporting Data -------------- Supporting Data from the state indicated over 50% of our students are enrolled in specific grade level and educational placements. **Benchmark Indicator** Implementation ------------- Annual review of parent and student evaluation survey data Semester Review 4-year student academic and	**[A 3.3.1] Freshman Orientation** Description ----------- 8th grade students will participate in a full day of transition. Students will assemble in the auditorium for an information session. Students will visit the freshman academy building. They will sign-up for different clubs offered at Kingsbury High and at the CTE. In addition, they will meet the 9th grade teachers briefly to have a clear expectation of the rules and expectations. Teachers will receive supplies or materials necessary for this process. Implementation ------------- Annual Participation during Transition Day Sign-in Sheets Effectiveness -------------	Vice Principal, Counselor, Graduation Coach	06/27/2025		

transition plans Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) Effectiveness ------------- Annual review of parent and student evaluation survey data will show that over 50% of students have an effective transition from high school to post-secondary. Semester review of 4-year student academic and transition plans will show that 75% of students will have a post-secondary opportunity. Semi-annual review of student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) will ensure that 80% of students are on track for the next grade and 100% of students are receiving implementation of accommodations, modifications and intervention**.**	Annual participation rate will reveal that an increase by 5% of students enrolled in KHS and the CTE program from last year.				
	[A 3.3.2] High School/College Transition Workshop Description ----------- KHS staff will assist students in completing critical steps of the college-going process. Graduation coaches will host a college transition workshop 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. Students will also have assistance completing their FAFSA.	Graduation Coaches, Counselors, Vice Principal	05/23/2025		

	Implementation ------------- Quarterly Attendance at FAFSA days/nights Sign-in Sheets Annual Attendance at Transition Workshop Sign-in Sheets Effectiveness ------------ Quarterly attendance at FAFSA days/nights will reveal that over 85% of our students have successfully completed college applications. Annual attendance at the transition workshop will show that 85% of students are knowledgeable of skills needed to be successful in college.				
	[A 3.3.3] Summer Bridge Program Description ----------- Students will attend a three-day camp to foster positive relationships with peers, faculty, and staff at Kingsbury High School. The KHS 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 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 * Educational Field Trips * College Tours	Graduation Coaches, Administrators	06/27/2025		

	Implementation -------------- Daily Attendance at Summer Bridge Program Sign-in Sheets Quarterly Behavior and Attendance Meeting Sign-in Sheets Effectiveness ------------ Attendance reports will show that 85% of students will gain knowledge to help them be successful. Monthly behavior and attendance meetings will show that the 85% of students who attended the program do not have any behavior or attendance issues and are successful in high school.				

[G 4] Kingsbury High School will reduce the percentage of chronically out of school students from 51.7% in 2023- 2024 to 48% for the 2024-2025 academic school year.
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

[S 4.1] Attendance and Behavior Interventions and Supports Rationale --------- Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Supporting Data -------------- According to PowerBi data, the attendance rate increased by 1.8% from 85.5% in 2022-2023 to 87.4% in 2023-2024. Projected chronic absenteeism improved from 54.5% in 2022-2023 to 50.5% in 2023-2024. At High Risk of Chronic Absenteeism improved from 55.6% in 2022-2023 to 51.8% in 2023-2024. **Benchmark Indicator** Implementation -------------- Monthly review of PowerBi Data for Attendance Monthly review of PowerBi Data for Behavior Effectiveness ------------ PowerBi Data for attendance will show 3.2% improvements for attendance every 20-day period. PowerBi Data for behavior will show 21.1% improvements for progressive discipline support ever 20-day period.	**[A 4.1.1] Behavior and Attendance** Description ----------- 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 and attendance 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. We will purchase SchoolMint Hero to help track behavior and attendance. Supplies or materials and retention/recruitment bonuses will be provided for completing this process. Implementation -------------- Monthly review of PowerBi Data for Attendance Monthly review of PowerBi Data for Behavior Effectiveness ------------ PowerBi Data for attendance will show 3.2% improvements for attendance for every 20-day period PowerBi Data for behavior will show 21.1% improvements for progressive discipline support rate for every 20-day period.	Derrick Hardaway, Vice Principal Robrika Smith, Behavior Specialist Anna Stone, Behavior Specialist, Walter Ward, Assistant Principal, RTI²B Team	05/23/2025		
	[A 4.1.2] Parent, Family, and Community Engagement Description	Family Engagement Specialist,	05/30/2025		

	---------- *Kingsbury High School will promote effective parent, family, and community engagement activities and resources that support safe schools which improves student achievement and behavior. * Implementation ------------- Semester review of parent sign-in sheets for the Parent-Teacher conference Monthly sign-in sheets for Families Connect Parent Workshops Annual review of parent sign-in sheets for the Annual Title I meeting Quarterly PowerBi Attendance Report Effectiveness ------------- Semester reviews of parent sign-in sheets for the parent teacher conferences will show a 10% increase in parent engagement which will result in 5% improvement for student academic achievement. Monthly sign-in sheets for Families Connect Parent workshops will show a 10% increase in parental engagement which will lead to a 5% increase in student academic and behavior improvement. Annual review of parent sign-in sheets from the annual Title I meeting will show a 10% increase in parental engagement which will result in a 5% increase in improvement academic and behavioral success.	PLCC, Administrators			

	Quarterly PowerBi attendance reports will show 5.0% improvements for attendance every semester.				
	[A 4.1.3] Parent Meetings Description ----------- Parent meetings will inform parents/guardians of Kingsbury High School's participation in the Title I program. Parents/Guardians will be trained to help students close the achievement gap and meet national and state standards. These meetings will 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. Title I funds will be used to purchase supplies, materials, equipment, and software for parent usage. Implementation -------------- *Quarterly Sign-In Sheets* Effectiveness ------------- *Quarterly sign-in sheets will show that 80% of parents are actively involved in their child's education and student attendance rates improved by 10%.*	PLCC, Family Engagement Specialist	05/24/2025		
	[A 4.1.4] Utilize Behavior Specialist The Behavior Specialists assist 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 Specialists are responsible for coordinating diagnostic, education and therapeutic	Behavior Specialist, PLCC	05/23/2025		

	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 Specialists will meet with students by grade level, small group, and individually to produce positive student outcomes. **Implementation** **R**eview of PowerBi Data for Behavior every 20 days **Effectiveness** PowerBi Data for behavior will show 2% improvements for progressive discipline support rate every 20-day period.				
[S 4.2] Professional Development Rationale --------- Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Supporting Data -------------- **Supporting Data from PowerBi reflects lowered student discipline rates and improved attendance and suspension rates from previous 20 day	**[A 4.2.1] RTI2B** Mandatory training for all teachers and staff who work directly with student behavior. Teachers/staff are required to attend professional develop in the areas of Restorative Discipline Practices, SEL and RTI²B Plan. **Interventions** Monthly Mandatory training sign-in sheets Quarterly Professional Development sign in sheets Quarterly PowerBi Behavior Reports **Effectiveness**	PLCC, Assistant Principals, Behavior Specialist, Instructional Facilitator	05/23/2025		

reporting periods.** **Benchmark Indicator** **Implementation** Monthly PowerBI Attendance Report **Effectiveness** Monthly PowerBi attendance reports will show 3.2% improvements for attendance.	Monthly mandatory training sign-in sheets will show that teachers are provided with professional training which will improve student behavioral concerns by 5%. Quarterly professional development sign-in sheets will show that teachers are provided with professional development that will improve student behavior by 5%. Quarterly PowerBi Data for behavior will show 21.1% improvements for progressive discipline support rate from 2022-2023 to 2023-2024.				
	[A 4.2.2] Safe Schools Training Mandatory training for all teachers and staff who work directly with student to ensure students' safety in various situations. The goal is to equip 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 Reporting Youth Suicide: Awareness and Prevention **Implementation** Monthly Safe Schools Training Completion Reports **Effectiveness** Monthly Safe Schools Training completion reports will show 95% effectiveness in ensuring a safe and healthy learning environment for all students.	Principal, Vice Principals, and Assistant Principals	05/23/2025		
	[A 4.2.3] ACEs Training Faculty will receive training on ACEs. This session will increase their understanding of how exposure to multiple and severe stressors can profoundly affect how children interpret their world. The more	Principal, Vice Principals, Assistant Principals	05/23/2025		

	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. **Implementation** Monthly ACEs training completion reports **Effectiveness** Monthly ACEs training sessions demonstrate that 100% of teachers and staff are aware of how to handle students who have been impacted by ACEs.				
[S 4.3] Parent, Family, and Community Engagement Rationale --------- ****Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Supporting Data -------------- **Supporting Data **shows the efficacy of SART meetings being held every 20 day period promoting effective parent, family and community engagement that support safe schools that improve student attendance and behavior. **Benchmark Indicator** Implementation	**[A 4.3.1] Parent Meetings** Parent meetings will inform parents/guardians of Kingsbury High School's participation in the Title I program. Parents/Guardians will be trained to help students close the achievement gap and meet national and state standards. These meetings will 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. Title I funds will be used to purchase supplies, materials, equipment, and software for parent usage. **Implementation** Quarterly Sign-in Sheets **Effectiveness** Quarterly sign-in sheets will show that 80% of parents are actively involved in their child's	PLCC, Family Engagement Specialist	05/23/2025		

-------------- Quarterly sign-in sheets for SART meetings Quarterly PowerBi attendance and behavior reports Effectiveness ------------ Quarterly sign in sheets for SART meetings will show a 5% improvement in student behavior and academic success. Quarterly PowerBi Data for attendance will show 3.2% improvements for attendance every 20-day period.	education and students' attendance rate increased by 5%.				
	[A 4.3.2] SART Team Meetings 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. **Implementation** Monthly SART Meeting Attendance reports **Effectiveness** Monthly SART meetings use PowerBi Data for	Attendance Secretary, Vice Principal, Assistant Principal	05/23/2025		

	attendance that shows 3.2% improvements for attendance every 20-day period.				
	[A 4.3.3] Parent Trainings Description ----------- Parent trainings will occur to ensure that parents remain abreast of all happenings at school. Parents will be trained in multiple areas, including how to analyze their child's data and how to monitor their child's attendance and grades in PowerSchool to help them be successful throughout the school year. Parents will also attend multiple trainings on calculator usage. Title I funds will be used to purchase supplies, materials, equipment, and software for parent usage. **Implementation** Quarterly Sign-in Sheets **Effectiveness** Quarterly sign-in sheets will show that 85% of students are successful in their classes.	PLCC, Family Engagement Specialist	05/23/2025		